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ABSTRACT

This manual was designed to reflect current and recommended practices for the utilization of undergraduate paraprofessionals in career services. A brief summary of the literature related to the use of paraprofessionals in career centers in addition to a rationale in support of expanded roles for student staff is provided in Section 1. The rationale provided is based on the literature and data collected from 163 paraprofessional program coordinators. An analysis of the data recently collected, as well as recommended guidelines for establishing a student paraprofessional program are summarized in Section 2. Implications of the survey findings for paraprofessional program coordination are discussed. Selection, training, and evaluation materials from varying programs are included in Sections 3 and 4. Section 3 contains an overview of the criteria utilized in identifying outstanding paraprofessional programs and profile descriptions of 24 outstanding paraprofessional program models. Section 4, Resource Materials, contains an extensive collection of resources including selection, training, and evaluation materials gathered from programs nationwide. A survey on the use of paraprofessionals and related letters, a list of the 862 survey respondents, sources of additional information on 163 existing programs, proposed standards on the use of student paraprofessional in student affairs, a bibliography of resources related to the use of student staff in career services, and a bibliography of training resources are appended. (NB)

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# EXPANDING THE USE OF STUDENTS IN CAREER SERVICES:

## CURRENT PROGRAMS AND RESOURCES

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ACPA Media Publication No. 45

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# EXPANDING THE USE OF STUDENTS IN CAREER SERVICES:

## Current Programs and Resources

**Ione L. McKenzie**

**Margaret Manoogian-O'Dell**

A Publication of the
American College Personnel Association
Media Publication No. 45

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# PREFACE

This manual was designed to reflect the current and recommended practices for the utilization of undergraduate paraprofessionals in career services. The content cited and the recommendations given were based on data received in 1987 from 163 paraprofessional program coordinators, the authors' knowledge of the literature, and their five years of professional experience. It is our intention that this manual will be of use to both practitioners interested in the development of a new paraprofessional program, and to those committed to the improvement of an existing one.

A brief summary of the literature related to the use of paraprofessionals in career centers in addition to a rationale in support of expanded roles for student staff has been provided in Section One. An analysis of the data recently collected, as well as recommended guidelines for establishing a student paraprofessional program have been summarized in Section Two. As most practitioners will attest, new and/or improved ideas often come from seeing what others are doing. With this in mind, selection, training, and evaluation materials from varying programs have been included in Sections Three and Four, in addition to profile descriptions of 24 outstanding paraprofessional programs. Names and addresses of 163 existing program coordinators are listed as contacts for additional information.

The task force members and the manual authors have learned a great deal in preparing these materials for your use. In our discoveries, we have found many innovative and professional programs that are a credit to our profession. It is our hope that you will use this manual to its fullest in designing or improving a program of your own.

Ione L. (Onie) McKenzie

Margaret Manoogian-O'Dell

**Ione L. (Onie) McKenzie** is currently enrolled in the Educational Leadership and Policy Studies Ph.D. program at the University of Virginia. As the Director of the Career Center at Whitman College in Walla Walla, Washington from 1982 - 87, Onie developed and supervised a paraprofessional program that has gained national acclaim. She currently serves on the ACPA Commission VI Directorate Board and the WCPA Professional Consulting Team, and was the 1984 Recipient of the CPC Outstanding Achievement Award for Innovative Programming in the fields of Career Planning and Placement.

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And finally, to the hundreds of career counseling and placement practitioners who cared enough to respond to yet another survey. To those who have given so much of their time, energy, and expertise through their materials to be shared in this manual. And to you our readers, who are continually seeking ways to improve the quality of the student experience and our profession.

# SUMMARY OF RESEARCH PROJECT

**Purpose:** Increasing attention has been given to the value of actively involving students in their own learning. Simultaneously, student affairs professionals have been asked to offer and do increasingly more in meeting the changing needs of today's diverse student body population despite reduced budgets and enrollments. Expanding the roles of student staff assistance has proved to be one effective solution to this problem in many divisions of student affairs. Consequently, the Career Counseling and Placement Commission VI of the American College Student Personnel Association (ACPA) appointed Ione L. (Onie) McKenzie as Chair of a national task force whose charge was to study the use of undergraduate paraprofessionals in the career center setting.

**Method:** Although student staff involvement at all levels is encouraged including work-study clerical positions and temporary volunteer assignments, this research project was limited to the use of undergraduate paraprofessionals defined as "undergraduate students who were selected and trained to offer educational services or programs to their peers in career settings." This definition was chosen primarily for two reasons. It was hoped that by endorsing a definition originally articulated in the most current related literature, practitioners would feel encouraged to develop quality positions for student staff in which the students could reach their greatest potential (Ender, 1983, p. 324). Secondly, the use of a definition common to previous studies on the use of paraprofessionals, would generate comparable data that would benefit current practitioners as well as future researchers.

A questionnaire consisting of 27 questions (78 variables) requesting both multiple-choice and open-ended answers, was designed. The information sought from each questionnaire covered a broad range of issues relevant to paraprofessional program design, development, and evaluation in college and university career centers: (a) college/university description; (b) program description including title, years in existence, annual operating budget, staff wages, size and composition of staff, work load, and duration of program; (c) job descriptions; (d) selection criteria and process; (e) training and content areas; (f) supervision and evaluation of student staff; (g) compensation for work; and (h) strengths and weaknesses of program. (A copy of the survey and related letters can be found in Appendix A.)

**Procedure:** Surveys were sent to the career center directors of 900 four-year, post secondary institutions registered as either regional or national members of the College Placement Council, Inc., in 1986. Professionals from a total of 502 institutions (56 percent) responded to the first mailing sent August 1986. An additional mailing to those individuals not answering the first request occurred November 1986, yielding an additional 214 surveys (total 80 percent). Telephone calls from members of the ACPA Commission VI Paraprofessional Task Force brought the final total to 862 survey responses, a 96 percent return rate. (A list of the 862 survey respondents can be found in Appendix B).

**Preliminary Findings:** Adhering to the previously stated definition, 163 (19 percent) of the 862 responding career center directors, indicated the existence of a paraprofessional program on their campus.

# SECTION I

# RATIONALE FOR THE USE OF STUDENT STAFF

## Rationale for the Use of Student Staff

Most student affairs professionals who are committed to the quality of the student experience struggle with the dilemma of doing more with less. One strategy that has proven successful in some realms of student affairs has been to incorporate the use of undergraduate students as paraprofessionals. Research has shown that between 72 percent (Winston and Ender, in press) and 78 percent (Salovey and D'Andrea, 1984) of all student affairs divisions surveyed, have adopted the use of undergraduate paraprofessionals in varying capacities.

The results of Winston and Ender's 1984 study (in press) of 200 student affairs divisions (based on a 60 percent return rate) showed that most commonly, students were employed as peer helpers in student orientation programs (82 percent) and in residence hall settings (81 percent). Additionally, utilization was found in student judiciary programs (55 percent), student activities (54 percent), and counseling centers (35 percent). In fewer instances, the use of paraprofessionals was reported in career center settings (32.9 percent).

In the 1987 study described in this manual, 163 career center directors (19 percent of the 862 survey respondents) reported the current use of undergraduate paraprofessionals. Although the number of existing programs was fewer than expected, overwhelming interest in the practice was demonstrated by the 96 percent response rate.

A quick review of Table 1 shows that over half of the programs identified were at private, four-year institutions. It appears that those employed at smaller institutions with fewer staff members and resources available, have been the first to recognize the potential impact that student staff utilization can have. Perhaps the accessibility of students and the intimacy afforded by the environment have provided conditions more conducive to establishing and maintaining a program.

Table 1. Type of Institutions with Career Center based Paraprofessional Programs (N = 163)

| Type of Institution | Rank | n | % of N |
|---|---|---|---|
| Private Four Year | 1 | 82 | 50.6 |
| Public Four Year | 2 | 33 | 20.2 |
| Public Granting Ph.D. | 3 | 30 | 18.5 |
| Private Granting Ph.D. | 4 | 14 | 8.6 |
| Other | 5 | 4 | 2.4 |

Considering the potential costs of time required for training and supervision, shuffling office space, decreased professional contact with students, and threatened program credibility, is the use of student staff worth it? What about perpetual student staff turnover and the continual need for training? Despite these legitimate concerns, many of the current program coordinators surveyed and several authors have advocated the effectiveness of student assistance in career center settings and other divisions of student affairs divisions: Ash and Mendelbaum, 1983; Barrow and Hetherington, 1981; Brown, 1974; Delworth and others, 1974; Dye, 1975; Knierim, 1979; McKenzie, 1986; and Moss and Anthony, 1984.

Summarized below are some of the benefits for utilizing student staff most commonly cited in the literature and by the survey respondents. Several will please the more administratively oriented directors, while other advantages will appeal to those more committed to their role as an educator.

### Benefits to the Center

Through the use of trained students, significantly more services and programs have been offered without substantially increasing costs of time or money. With minimal training (e.g. three to five hours), students were reported to be responsible for producing creative forms of publicity and advertisement, performing outreach meetings around campus, and assisting their peers with computer operated programs. With slightly more training (e.g. seven to ten hours) and regular supervision, students dramatically increased efforts in summer job, internship, and full-time job development by personally visiting, calling, and/or writing employers and alumni. Student staff members were able to provide assistance and encouragement to their peers at all hours in many settings outside the center. Additionally, students brought renewed interest and enthusiasm to tasks that were repetitive and uninspiring for permanent staff. And finally, the changing needs and preferences of the student body population were represented through input and feedback given by student staff members.

### Benefits to the Student Body

Through the use of peer helpers, directors have capitalized on the impact that students have on one another. By allowing students to teach, advise, and program for each other, the powerful influence of role modeling and peer pressure has been used constructively. The use of student staff provides alternative choices of counselors , and some authors have purported that the peer counselors employed in their centers were equally, and in some cases more, effective in performing certain roles and services (Delworth and others, 1974; Ender and

McFadden, 1980; Zunker and Brown, 1966). By establishing a paraprofessional program in the career center setting that maximizes the use of students, another forum or site for the development of leadership skills has been provided for students.

## Benefits to the Student Worker

Through participation in a paraprofessional program, students were exposed to a variety of situations that were reported to have positive influences in their own personal growth and development. Through supervision and training, students received varying amounts of support and challenge. Student staff members were placed in positions where they assumed a variety of roles with one other, their supervisor, and the students whom they assisted. They were held accountable for their work, and they were asked to take responsibility for the growth of others. Finally, paraprofessionals were given the opportunity to develop and use important skills that will have lifelong application.

## Benefits to the Program Coordinator

With the assistance of a student staff, professionals were freed to perform services and tasks that required higher levels of knowledge, skill, and competency. Typically, this higher level of performance required the more advanced skills of writing, consulting, teaching, and supervising, and led to increased professional and personal satisfaction. Additionally, the student's supervisor often served as an advocate, mentor, and role model, positions often desired by those drawn to the student personnel profession.

# SECTION II

# SURVEY FINDINGS AND GUIDELINES FOR IMPLEMENTATION

## Research Findings and Guidelines for Implementation

Despite the proven benefits of utilizing paraprofessionals in any division of student affairs, the data recently gathered suggests that the potential impact of the students and programs has been curtailed. Job responsibilities were often limited to administrative and even clerical tasks. Few programs included adequate training and supervision, and even fewer incorporated any form of evaluation. Winston and Ender (in press) reported that the students surveyed in their study were being used primarily to provide information, explain policies and procedures, perform administrative/ clerical tasks, and make referrals to other campus or community agencies. The career center paraprofessionals identified in career centers in this study were found to be most commonly designing publicity materials, performing administrative/clerical tasks, leading tours of facilities, and critiquing resumes.

In hopes of analyzing the data further, a measure of quality for the programs was defined. Based on recommendations from the literature and personal opinion, the evaluative criteria for a minimum standard of quality was defined as follows: (a) one or more hours of pre- service training, (b) twenty-six or more hours of on-the-job training, (c) one hour or more weekly of individual supervision, (d) one hour or more weekly of group supervision, and (e) some form of paraprofessional performance evaluation. Only 24 of the 163 (15 percent) programs identified were able to meet these criteria.

Paraprofessional program coordinators are urged to recognize the need for minimal program standards. Ender, Schuette, and Newberger (1982) have prepared one such set of standards for possible adoption by the Council for the Advancement of Standards for Student Services/Development Programs (CAS). These standards are provided for review in Appendix D. Career counseling and placement professionals are encouraged to look beyond the traditional uses of student (and alumni) assistance, and to accept their responsibility as student development educators. Programming barriers should be broken, and innovative expanded roles for paraprofessionals created.

It is hoped that by providing procedural guidelines for the development and implementation of a paraprofessional program, the burden of establishing one will be lessened. The following recommendations are presented based on the research and writing of others, advice extended from existing program coordinators, and professional experience.

The task can be broken down into seven categories or phases: (1) gaining institutional support, (2) developing program goals and objectives, (3) preparing student job descriptions, (4) planning the recruitment and selection of paraprofessionals, (5) preparing the training and supervision of the student staff members, (6) providing compensation or incentives, and (7) evaluating the performance of the program and of the student staff.

## Gaining Institutional Support

The sense of support -- political, philosophical, and financial -- from within the confines of the office to the larger sense of the institution, must be assessed. How would the establishment of a paraprofessional program enhance the mission of the institution? the philosophy and goals of student affairs and of the office or department? how long and to what extent would the program be financially supported?

Practitioners are to be reminded that "people help support what they help create." Gaining input from faculty and administration on the formulation of program goals and objectives, a statement of philosophy, job descriptions, and similar materials has proven beneficial. Expectations and indicators of success for career programs vary; consequently, there should be little room left for misunderstanding or miscommunication. The use of faculty and student advisory boards to assist with the selection and training of student staff members, policy decisions, and program changes, etc., has been recommended. Giving student staff increased visibility by allowing their signatures on memorandums and by arranging for their participation in all "official" campus presentations can help to educate the community as to the value of the program. Complete and accurate records related to the program's growth and success should be maintained and shared with all institutional factions.

## Developing Program Goals and Objectives

For any kind of program, clearly articulated goals and objectives serve as the foundation for effective implementation. The size, shape, structure, etc., of all paraprofessional programs were dependent on pre-established goals and objectives. Several of the responding directors espoused goals that focused on the quality of the student paraprofessional experience (e.g. to provide quality leadership training for students, to provide the opportunity for intensive supervision and mentoring), while others purported goals that were more institutionally based (e.g. to increase retention, to increase job opportunities for students and graduates). Consequently, the design of their programs varied in reflection of their differing goals.

Ender and Schuette (1982) proposed six objectives for paraprofessional programs that administrators should consider individually or in their entirety:

1. Provide direct services to college students.
2. Maximize the potential positive effect of peers interacting with peers.
3. Provide guidance and developmental support services and programs rather than counseling/therapeutic interventions.
4. Provide a wide range of developmental services at a reduced cost.
5. Provide positive role models for other students to emulate.
6. Provide educational and developmental experiences for students serving in the paraprofessional position.

Clearly articulated goals and objectives should be prepared in writing, and shared with all campus constituencies. The ways in which the goals and objectives will be measured need also to be determined. As priorities do often change, goals and objectives of the program should be continually evaluated and redefined.

## Preparing Student Job Descriptions

Job descriptions written in behavioral language should be prepared to reflect the program's goals and objectives and the needs of the student body. Decisions regarding the size and composition of the student staff as well as the length and duration of employment, must be made. The amount of available office space, the skill level of the student staff members, and the expertise of the available trainers were all considerations in establishing job descriptions. Program coordinators have been encouraged to design positions that allow the students to excel to their greatest potential. Steve Ender (1983) has written a definition for all paraprofessionals that serves as a recommended starting point.

> Paraprofessionals are students who have been selected and trained to offer educational services to their peers. These services are intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals. Students performing in paraprofessional roles are compensated for their services and supervised by qualified professionals (p.324).

As reported in the survey, the number of students working in each program ranged from one to 35 with a mean of 7.1. Typically more women (mean of 5.0) than men (mean of 2.1) were employed. A minimum of a one-year commitment to the position was recommended by 128 of the 163 program coordinators. Most often, as in 73 of the 163 programs identified (44.7 percent), the paraprofessionals worked six to ten hours per week. In 41 (25.1 percent) of the programs, the students worked one to five hours weekly. In 31 (19 percent) of the programs, the students worked 11 to 15 hours weekly, in 16 (9.8 percent) they worked 16 to 20 hours weekly, and in two (1.2 percent) they worked more than 20 hours weekly. The implication is that within six to ten hours weekly, student staff members can be given substantial amounts of responsibility without requiring extensive amounts of training and supervision.

An examination of Table 2 will reveal a rank ordering of the most common elements of the student staff members' job descriptions reported.

Table 2. Elements of Student Staff Members'
Job Descriptions (N = 163)

| Job Element | Rank | n | % of N |
|---|---|---|---|
| Design Flyers | 1 | 129 | 79.1 |
| Perform Clerical Tasks | 2 | 123 | 75.4 |
| Lead Tours | 3 | 105 | 64.4 |
| Critique Resumes | 4 | 101 | 61.9 |
| Teach Workshops | 5 | 92 | 56.4 |
| Conduct Outreach Programs | 6 | 87 | 53.3 |
| Assist W/Student Use of Computer | 7 | 85 | 52.1 |
| Perform Intake Counseling | 8 | 79 | 48.4 |
| Coordinate Panels | 9 | 76 | 46.6 |
| Prepare Materials | 10 | 67 | 41.1 |
| Provide Research Assistance | 11 | 66 | 40.4 |
| Perform Career Counseling | 12 | 57 | 34.9 |
| Develop Recruiters | 13 | 48 | 29.4 |
| Host Employers | 14.5 | 42 | 25.7 |
| Conduct Video Mock Interviews | 14.5 | 42 | 25.7 |
| Complete Special Projects | 16 | 40 | 24.5 |
| Develop Alumni Sponsors | 17 | 30 | 18.4 |
| Interpret Tests | 18 | 18 | 11.0 |
| Maintain Satellite Facilities | 19 | 17 | 10.4 |

One hundred and six (65 percent) of the student supervisors chose to hire paraprofessionals to perform the same tasks. It was stated that the training and supervision of a paraprofessional staff can be executed more efficiently if all students share the same job description. In contrast, a variety of tasks were performed and services greatly increased at 46 of the institutions (28.2 percent), when paraprofessionals were employed with differing job descriptions. Careful thought should be used in weighing the value of establishing shared or varying job descriptions, and decisions made based on the needs of the center and the time available for training and supervision. Regardless of the stated job description(s), individually tailored types and amounts of supervision should be provided for students in need of differing levels of instruction and guidance.

## Recruitment and Selection

In many ways, the success of a paraprofessional program is dependent on the success of its recruitment and selection phases. Program administrators were advised by the survey respondents to give these aspects of program development considerable time and planning. Questions and issues such as the following should be resolved: how much time and money will be devoted to recruitment and selection, and who will make the hiring decisions? how will diversity and quality among your applicants be assured? how can recruiting efforts for paraprofessional applications be designed to have campuswide impact? what are the trade offs between the use of traditional forms of advertisement that afford high visibility and are easy to prepare versus the use of personal referrals from faculty, staff, and student leaders that are time consuming to obtain? will experienced student leaders be targeted or potential leaders?

The selection criteria established should include both objective data (e.g. academic performance, previous work experience) and subjective elements (e.g. "fit" of personality and desire to help others, recommendations from faculty and staff). The selection criteria most commonly considered by the program supervisors included: faculty/staff recommendations, previous leadership experience, a written application, grade point average, academic major, a resume, and previous counseling experience (see Table 3). Other possible considerations could be: outside time commitments, work study funds eligibility, the results of a personality assessment tool, performance in simulation roleplays, informational interviews, group discussion and exercises, and/or rated teaching experiences. As advocated by Ender and McFadden (1980) and by Ostroth (1981), twenty-eight of the programs (17.1 percent) had established the students' performance in training prior to their selection, as one of the stated selection criteria.

Table 3. Selection Criteria for Student Staff Members (N = 163)

| Criterion | Rank | n | % of N |
|---|---|---|---|
| Faculty/Staff Recommendations | 1 | 120 | 73.6 |
| Previous Leadership Experience | 2 | 116 | 71.1 |
| Written Application | 3 | 94 | 57.6 |
| Grade Point Average | 4 | 78 | 47.8 |
| Academic Major | 5 | 61 | 37.4 |
| Resume | 6 | 60 | 36.8 |
| Previous Counseling Experience | 7 | 51 | 31.2 |
| Peer Ratings | 8 | 49 | 30.0 |
| Training Performance | 9 | 28 | 17.1 |

The timing and process of the staff selections varied among the 163 student supervisors. Sixty-nine (42.3 percent) made their selections in the spring semester while 26 (15.9 percent) made them in the fall. One hundred and ten of the coordinators (67.4 percent) replaced their paraprofessionals any or every quarter/semester as the need arose. Fifty-two (31.9 percent) of the programs required the participation of existing student staff members in individual selection interviews with the applicants, and 39 (23.9 percent) asked their current student staff to perform group interviews.

## Training and Supervision

Several questions come to mind when planning the training for a student staff program: what skills, knowledge, and competencies are required for the position? what is the trainee's current level of expertise? how long will the training last? who will provide it? will training be offered for credit--prior to or after selection? how will the training be evaluated?

Delworth and Yarris (1978) stated that any comprehensive training program can be characterized by four themes: (1) skills and knowledge specific to the position, (2) presentation of agency goals, policies, and procedures, (3) basic communication skills, and (4) relevant ethical concerns, such as confidentiality. A step-by-step procedure for the development, implementation, and evaluation of a training program is recommended below (Delworth & Yarris, 1978, p. 4):

1. Identify the kinds of competence and expertise that are necessary for adequate performance of each task or role.

2. Identify the cognitions, affect, and skills needed for each kind of competence and state these requisites as specific behavioral objectives.
3. Assess the trainees' current knowledge and abilities.
4. Decide the overall format and sequence of training.
5. Determine the particular techniques to be used in training.
6. Plan ongoing supervision/consultation processes.
7. Design evaluation procedures.
8. Design processes to train co-trainers (if any).
9. Implement and evaluate the training program.
10. Redesign the program as indicated by the evaluation.

Student trainers were encouraged to carefully plan the sequence of topics covered in training and to use a variety of teaching techniques. The proposed standards for the use of paraprofessionals developed by Ender, Schuette, and Newberger (1982) suggested that the following topics should be included in extensive initial and on-going in-service training for all student staff: knowledge of the peer helper role, community support skills, student development theory, communication and helping skills, cross-cultural relations, study skills techniques, and knowledge of campus and community resources. The use of video materials, book reviews, role-plays, simulation exercises, and carefully supervised work experiences were encouraged in addition to the traditional lecturettes, handouts, and group/individual exercises. When teaching specific skills, trainers may follow the advice of Delworth and Yarris (1978, p.22) by doing the following:

1. Translate the skill into specific objectives.
2. Develop training procedures that sequentially explain the effective use of the skills, model the skill being effectively practiced, and provide practice with performance feedback for trainees until the minimum acceptable competence is attained.
3. Provide supervised practice with "real life" situations.
4. Provide learning situations (such as reading, presentations, discussions) in which the important theoretical and practical literature may be studied and integrated with skills.

Table 4 below shows the topics typically covered in training by the program supervisors recently surveyed. The manual authors also suggest for inclusion the following topics: the role of the student helper, problem solving, special concerns of women and minorities, supervisory skills, performing needs assessment, and public speaking.

Table 4. Elements of Paraprofessional Staff Training (N = 163)

| Topic | Rank | n | % of N |
|---|---|---|---|
| Communication/Counseling Skills | 1 | 127 | 77.9 |
| Campus Resources | 2 | 125 | 76.6 |
| Job Search Skills | 3 | 123 | 75.4 |
| Career Planning Strategies | 4 | 111 | 68.0 |
| Career Development Theory | 5 | 106 | 65.0 |
| Office Procedures | 6 | 97 | 59.5 |
| Leading Workshops | 7 | 74 | 45.3 |
| Values Clarification | 8 | 70 | 42.9 |
| Business Writing | 9 | 63 | 38.6 |
| Goal Setting | 10 | 60 | 36.8 |
| Appreciation of Differences | 11 | 59 | 36.1 |
| Leadership Skills | 12 | 49 | 30.0 |
| Time Management | 13 | 47 | 28.8 |
| Student Development Theory | 14 | 40 | 24.5 |
| Team Building | 15 | 18 | 11.0 |
| Computer Programs | 16.5 | 7 | 4.2 |
| Decision Making | 16.5 | 6 | 3.6 |
| Marketing Skills | 18 | 6 | 3.6 |
| Testing | 19 | 2 | 1.2 |

Winston and Ender (in press) suggested that training for any type of peer helper should include extensive pre-service training (approximately 40 hours) focusing on personal exploration and the development of helping skills. This should be followed by a second stage of in-service or on-the- job training emphasizing the job-specific required knowledge and skill. Additionally, Winston and Ender advocated that for maximum learning and performance, pre-service training in the form of a formal classroom experience needs to be a prerequisite to obtaining a paraprofessional position.

The data found in Table 5 is provided in support of the conclusion that the students who are reportedly working as paraprofessionals in career services by the survey respondents, are not being adequately trained. Approximately 40 percent of the 163 existing program coordinators reported offering ten hours or less of pre-service training. Thirty-nine percent provided eleven to twenty-five hours of on-the-job training. Program supervisors may feel overwhelmed by the time required for planning and presenting quality training experiences since 108 (66.2 percent) of the coordinators relied exclusively on their own professional staff members for support in training. Only 36 (22 percent) incorporated the assistance of previously trained students, and nine (5.5 percent) the involvement of faculty.

Table 5. Hours of Training Provided to Student Staff

| | Pre-Service Training (N = 154) | | On-the-Job Training (N = 150) | |
|---|---|---|---|---|
| | n | % of N | n | % of N |
| No Formal Training | 15 | 9.7 | 3 | 2.0 |
| 10 Hours or less | 63 | 40.9 | 43 | 28.6 |
| 11 - 25 Hours | 41 | 26.6 | 59 | 39.3 |
| 26 - 40 Hours | 18 | 11.6 | 23 | 15.3 |
| 41 - 55 Hours | 10 | 6.4 | 7 | 4.6 |
| 56 - 70 Hours | 4 | 2.5 | 5 | 3.0 |
| > 70 Hours | 3 | 1.9 | 10 | 6.0 |

For the busy practitioner, the use of training manuals and textbooks can greatly improve the quality of the training experience. A bibliography of books and articles recommended by current program coordinators, can be found as Appendix F.

It has been the experience of these authors, that consistent and caring supervision of student staff provides the most important link to success. Quality individual supervision provides the means through which coordinators can (1) assess the developmental level, skills, strengths and weaknesses, and interests of each paraprofessional in order to provide the appropriate levels of challenge and support; and (2) learn to "let go" and give the students full responsibility for programs for which the director is held accountable. Expectations can be clarified and trust established through supervision. Additionally, problems can be solved (or anticipated and avoided), connections made, progress determined, and praise given through these individual meetings. In Ender's words (1983, p. 334), "the essential elements of consultation, instruction, and mentoring are provided through the hours devoted to supervision." Consequently, it was of great concern to discover that the students employed in 51 (32 percent) of the programs identified, received no individual supervision. It was apparent that "individual supervision" connotes many different meanings, as several center directors claimed to have provided more than 20 hours of it on a weekly basis. While 82 (50.3 percent) of the coordinators surveyed offered one to three hours weekly of group supervision, 72 (44.1 percent) provided none.

## Providing Compensation Or Incentives

Student assistants may be compensated for their work in many ways. In agreement with other authors, the provision of some sort of tangible reward preferably as an hourly wage or stipend, was advocated by the majority of the current sponsors. Of the 163 programs identified, 40 (24.5 percent) of them employed their students on a volunteer basis. One hundred and five offered an hourly wage with a mean dollar amount of $4.79, 35 arranged for an average of 3.5 academic credit hours, 15 provided an average stipend of $1,389. per year, and three granted a tuition waiver (see Table 6). In a few isolated incidences, combinations of the above were offered. Other forms of recognition such as designated office space, registration privileges, room and board remissions, and attendance at professional conferences, can serve as viable incentives as well.

Table 6. Forms of Student Assistant Compensation (N = 163)

| Type of Compensation | Rank | n | % of N |
|---|---|---|---|
| Hourly Wage | 1 | 105 | 64.4 |
| Volunteer | 2 | 40 | 24.5 |
| Academic Credit | 3 | 35 | 21.4 |
| Stipend | 4 | 15 | 9.2 |
| Other | 5 | 8 | 4.9 |
| Tuition Waiver | 6 | 3 | 1.8 |

## Evaluation

Time and time again, program administrators need to be reminded of the value of careful evaluation. Not only should the performance of every paraprofessional be evaluated, progress toward the overall program's goals and objectives should be assessed as well. Student staff members may participate in developmental interviews, self-assessments, written supervisory evaluations, role plays, and a variety of other methods to measure skill, competency, and knowledge. The procedures involved in preparing annual reports that are often used to rationalize budgetary decisions can be helpful in completing program evaluations. Additionally pre- and post-evaluative exercises, control group studies, and client report methods were recommended.

The results of this study revealed that 14 (8.5 percent) of the programs identified incorporated no form of student performance evaluation. The largest percent, 28.4 (46 programs) have adapted the use of periodic individual interviews as their only means of staff evaluation. Only eight programs (4.9 percent) used a final written evaluation format while four programs (2.4 percent) exclusively performed exit interviews. Twenty-six (15.9 percent) of the programs incorporated all three methods, the periodic interviews, final written evaluation, and exit interview.

Consistent with previous findings in the literature, only 47 (28.8 percent) of the programs identified formally evaluated their programs based on pre-established goals and objectives. Similarly, Winston and Ender (in press) found that 45 percent of the programs they surveyed also lacked formal evaluation procedures. To ensure the quality of all paraprofessional programs, this essential phase of program management can no longer be neglected.

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# SECTION III

# DESCRIPTIONS OF 24 MODEL PROGRAMS

## Descriptions of 24 Model Programs

Now that increasingly more paraprofessional programs are in existence in career services, how do they differ? Are there common elements or attributes that have proven to be essential to the success of each program? Are certain strategies or elements considered to be required by the current program coordinators? Unfortunately the answer to these questions is as expected, "It depends." The minimal number of hours recommended for training and supervision depends on the student staff job description or descriptions. That of course, is dependent on the needs of the center and student body, etc.

Nonetheless, the manual authors felt that it would be helpful to provide profile descriptions of the programs which were able to meet a minimal standard of criteria. Of the 163 existing programs, 24 were identified as model programs based on evidence of the following:

1. One or more hours of pre-service training.
2. Twenty-six or more hours of on-the-job training.
3. One hour or more weekly of individual supervision.
4. One hour or more weekly of group supervision.
5. Some type of paraprofessional performance evaluation.

Although the elements listed above were chosen as a minimal standard of measure, they should not be interpreted as a recommended set of criteria for all programs. For example, the authors would never advocate the implementation of a paraprofessional program that did not incorporate the use of a program evaluation in addition to a student performance evaluation.

Even though each student assistant program was evaluated by the same set of criteria, several different types varying in institutional setting and program design, size and age, emerged. From the small, private liberal arts college to the large, public university, the programs presented in the following pages represent all types of institutions of higher education. In addition, some programs are relatively young while others have been in existence for over ten years, with the bulk of programs being seven years or younger (See Tables 7 and 8).

Table 7. Type of Institutions with
with Quality Paraprofessional Programs (N = 24)

| Type of Institution | n | % of N |
|---|---|---|
| Private Four Year | 12 | 50.0 |
| Public Four Year | 4 | 16.6 |
| Public Granting Ph.D. | 4 | 16.6 |
| Private Granting Ph.D. | 4 | 16.6 |

Table 8. Quality Programs and
Number of Years in Existence (N = 24)

| Years | n | % of N |
|---|---|---|
| One | 4 | 16.6 |
| Two | 3 | 12.5 |
| Three | 4 | 16.6 |
| Five | 4 | 16.6 |
| Six | 2 | 8.3 |
| Seven | 1 | 4.1 |
| Eight | 1 | 4.1 |
| Ten | 3 | 12.5 |
| Twelve | 1 | 4.1 |
| Thirteen | 1 | 4.1 |

In fourteen (58.3 percent) of the 24 model programs, the paraprofessionals were asked to perform similar tasks while in ten (41.6 percent) of the programs, the students were hired with differing job responsibilities. As emphasized in Section III, training is a crucial component of the effective use of student staff. The largest percent, 37.5 (nine programs), of programs provided 11 - 25 hours of pre-service training, and 20.8 percent (five programs) provided 26 - 40 hours. When examining the on-the-job training data, 33.3 percent (eight programs) offered 26-40 hours, and 20.8 percent (five programs) offered over 70 hours (see Table 9). It is interesting to note that in comparison to the figures related to the hours of training provided by the 163 programs, the largest percent, 40.9 (63 programs), of programs provided 10 hours or less of pre-service training, and 39.3 percent (59 programs) provided 11 - 25 hours of on-the-job training. Of both types of training, the largest percent of the model programs offered more (see Table 5 and Table 9).

Table 9. Number of Hours of Training Provided to Student Staff

| | Pre-Service Training (N = 24) | | On-the-Job Training (N = 24) | |
|---|---|---|---|---|
| | n | % of N | n | % of N |
| 10 Hours or less | 4 | 16.6 | 3 | 12.5 |
| 11 - 25 Hours | 9 | 37.5 | 2 | 8.3 |
| 26 - 40 Hours | 5 | 20.8 | 8 | 33.3 |
| 41 - 55 Hours | 1 | 4.1 | 2 | 8.3 |
| 56 - 70 Hours | 1 | 4.1 | 4 | 16.6 |
| > 70 Hours | 4 | 16.6 | 5 | 20.8 |

An overview of the training content for these programs can be seen in Table 10. It is evident that the students in these programs were encouraged to understand and know the proper use of counseling and job search skills, career development theory, and the career planning process.

Table 10. Elements of Paraprofessional Staff Training in the 24 Model Programs

| Topic | Rank | n | % of N |
|---|---|---|---|
| Communication/Counseling Skills | 1 | 24 | 100.0 |
| Career Planning Strategies | 2.5 | 23 | 95.8 |
| Job Search Skills | 2.5 | 23 | 95.8 |
| Career Development Theory | 4 | 21 | 87.5 |
| Campus Resources | 5 | 19 | 79.1 |
| Leading Workshops | 6 | 18 | 75.0 |
| Values Clarification | 7 | 16 | 66.6 |
| Goal Setting | 8 | 15 | 62.5 |
| Leadership Skills | 9 | 14 | 58.3 |
| Appreciation of Differences | 10.5 | 13 | 54.1 |
| Time Management | 10.5 | 13 | 54.1 |
| Student Development Theory | 12 | 12 | 50.0 |
| Business Writing | 13 | 10 | 41.6 |

All of the 24 model program coordinators supervised their studentsin both individual and group settings. Each of the coordinators completed some type of student staff performance appraisal in the form of a periodic individual interview, a final written evaluation, or an exit interview. No preference in format was indicated by the data. Additionally only 11 (45.8 percent) of these 24 programs indicated that they conducted some type of formal program evaluation based on established goals and objectives. Though still discouraging, this number compares favorably to the 47 (28.8 percent) of the 163 programs, who reported the completion of a program evaluation.

As stated earlier, paraprofessionals gain many benefits from their work within career centers. Of the model programs, a healthy majority of 22 (91.6 percent), paid their staff members some kind of wage or stipend while only two of the programs utilized volunteers. In all cases, supervisors additionally created opportunities to reward their students through special events, activities, and feedback (see Table 11).

Table 11. Forms of Student Assistant Compensation in the 24 Model Programs

| Type of Compensation | Rank | n | % of N |
|---|---|---|---|
| Hourly Wage | 1 | 22 | 91.6 |
| Academic Credit | 2 | 5 | 4.1 |
| Volunteer | 3 | 2 | 8.3 |
| Stipend | 4 | 1 | 20.8 |

The following pages in this section, contain profile descriptions of the 24 model programs identified. The programs vary significantly, and can be reviewed as models for replication in part or in their entirety. The descriptions are listed in alphabetical order, and represent the following institutions:

Ashland College, Ashland, Ohio
Bethany College, Lindsborg, Kansas
Brandeis University, Waltham, Massachusetts
College of St. Thomas, St. Paul, Minnesota
Community College of Denver, Metropolitan State, Denver, Colorado
Colorado College, Colorado Springs, Colorado
Dickinson College, Carlisle, Pennsylvania
The Evergreen State College, Olympia, Washington
Hobart and William Smith College, Geneva, New York
Illinois Wesleyan University, Bloomington, Illinois
Ithaca College, Ithaca, New York
Loyola Marymount University, Los Angeles, California
Ohio Wesleyan University, Delaware, Ohio
Otterbein College, Westerville, Ohio
Portland State University, Portland, Oregon
State University of New York, Oswego, New York
Sterling College, Sterling, Kansas
University of Alabama at Birmingham, Birmingham, Alabama
University of Illinois, Urbana-Champaign, Champaign, Illinois
University of Michigan, Ann Arbor, Michigan
University of Missouri - Columbia, Columbia, Missouri
University of Texas at Austin, Austin, Texas
Washington University, St. Louis, Missouri
Whitman College, Walla Walla, Washington

## Ashland College
## Ashland, Ohio
## Career Peer Assistants

Description of Institution:

Ashland College is a private, four year institution with an undergraduate population of 3,543.

Program Description:

Program in Existence: 1 year
Number of Career Assistants: 6
Work Hours and Compensation: Each Career Assistant works approximately 1-5 hours per week on a volunteer basis.

Job Description:

The Career Peer Assistants are trained in all areas but have **different** job responsibilities. The responsibilities of the Career Peer Assistants are listed below:

*Critique resumes and cover letters;
*Perform video mock interviews;
*Teach or co-teach workshops/classes;
*Perform intake counseling;
*Perform career counseling;
*Coordinate and host receptions and panels;
*Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;
*Interact with professionals or alumni to develop career consultants and externship sponsors;
*Host visiting employers;
*Complete administrative/clerical tasks;
*Offer computer assistance guidance;
*Lead library and facility tours;
*Deliver outreach programs and services;
*Develop educational materials.

Training:

| | |
|---|---|
| Pre-service Training for Program: | 11-25 hours |
| On-the-Job training by Supervisor: | 56-70 hours |

Topics covered in training include:

*Communication and counseling skills;
*Effective leadership skills;
*Student development theory;
*Career development theory;
*Time Management;
*Leading effective workshops and meetings;

Training Topics (cont.)

*Campus resources and referral techniques;
*Job search skills and strategies;
*Career and life planning.

### Supervision:

Group: 1 hour/week
Individual: 4 hours/week total

### Evaluation of Career Assistants:

*Periodic individual reviews twice/week;
*Final written report involving supervisor's assessment/self-assessment;
*Exit Interview

* * *

Bethany College
Lindsborg, Kansas

## Paraprofessional Career Advisors

### Description of Institution:

Bethany College is a private, four year institution with an undergraduate population of 700.

### Program Description:

-Program in Existence: 3 years
-Number of Paraprofessional Career Advisors: 5
-Work Hours and Compensation: Each Paraprofessional Career Advisor works approximately 10 hours per week receiving a stipend of $1200.00 per academic year through either Federal Work Study or Bethany College Work Study funds.

### Job Description:

The Paraprofessional Career Advisors share the **same** job description. Their responsibilities are listed below:

*Critique resumes and cover letters;
*Perform video mock interviews;
*Teach or co-teach workshops/classes;
*Perform intake counseling;
*Perform career counseling;
*Coordinate and host receptions and panels;
*Design flyers and other marketing devices;
*Offer computer assistance guidance;

Job Description (cont.)

- *Lead library and facility tours;
- *Deliver outreach programs and services;
- *Conduct freshman outreach program.

Training:

Pre-service Training for Program: 26-40 hours
On-the-Job training by Supervisor: 26-40 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Goal Setting and assessment;
- *Student development theory;
- *Career Development theory;
- *Business writing and etiquette;
- *Appreciation of differences (i.e. sexism, racism, etc.);
- *Leading effective workshops and meetings;
- *Values clarification;
- *Campus resources and referral techniques;
- *Job search skills and strategies;
- *Career and life planning;
- *Team building;
- *Word Processing.

Supervision:

Group: 2 hours/week
Individual: 1-2 hours/week total

Evaluation of Career Advisors:

- *Periodic individual reviews twice during each semester;
- *Final written report involving supervisor's assessment/self-assessment;
- *Exit Interview.

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## Brandeis University
## Waltham, Massachusetts

### Internship Peer Counselors

Description of Institution:

Bethany College is a private, four year institution with an undergraduate population of 2900.

## Program Description:

-Program in Existence: 3 years
-Number of Internship Peer Counselors: 2
-Work Hours and Compensation: Each Internship Peer Counselor works approximately 11-15 hours per week for $4.60/hour.

## Job Description:

The Internship Peer Counselors share the **same** job description. Their responsibilities are listed below:

*Critique resumes and cover letters;
*Complete administrative/clerical tasks;
*Design flyers and other marketing devices;
*Deliver outreach programs and services to specifically advertise internship program;
*Participate in research projects;
*Advise and assist students on internship options and applications;
*Interact with employers or alumni to develop recruitment visits, summer jobs, and internships.

## Training:

Pre-service Training for Program: 11-25 hours
On-the-Job training by Supervisor: 26-40 hours

Topics covered in training include:

*Communication and counseling skills;
*Goal Setting and assessment;
*Career development theory relating internships and career decision-making;
*Campus resources and referral techniques;
*Job search skills and strategies.

## Supervision:

Group: 1 hour/week
Individual: 9 hours/week total

## Evaluation for Internship Peer Counselors:

*Periodic individual reviews on a verbal basis;
*Final written report involving supervisor's assessment.

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College of St. Thomas
St. Paul, Minnesota

## Career Peer Advisors

### Description of Institution:

College of St. Thomas is a private, four year institution with an undergraduate population of 4578.

### Program Description:

-Program in Existence: 2 years
-Number of Career Peer Advisors: 6
-Work Hours and Compensation: Each Career Peer Advisor works approximately 6-10 hours per week for $5.00/hour.

### Job Description:

The Internship Peer Counselors share the **same** job description. Their responsibilities are listed below:

*Critique resumes and cover letters;
*Perform intake counseling;
*Coordinate and host receptions and panels;
*Complete administrative/clerical tasks;
*Design flyers and other marketing devices;
*Offer computer assistance guidance;
*Lead library and facility tours;
*Deliver outreach programs and services;
*Participate in research projects;
*Develop educational materials;
*Develop individual projects.

### Training:

Pre-service Training for Program: 11-25 hours
On-the-Job training by Supervisor: 26-40 hours

Topics covered in training include:

*Communication and counseling skills;
*Career development theory;
*Appreciation of differences;
*Values clarification;
*Campus resources and referral techniques;
*Job search skills and strategies;
*Career and life planning;
*Occupational literature;
*Office Procedures.

Supervision:

Group: 1 hour/week
Individual: 6 hours/week total

Evaluation of Career Peer Advisors:

- *Periodic monthly review;
- *Final written report involving self assessment;
- *Exit Interview.

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Auraria Higher Education Center
Community College of Denver, Metropolitan State
College, University of Colorado at Denver

## Student Advisor Program

Description of Institution:

Auraria Higher Education Center is a public, four year and two year institution with an undergraduate population of 28,000.

Program Description:

-Program in Existence: 6 years -Number of Career Student Advisors: 10
-Work Hours and Compensation: Each Student Advisor works approximately 11-15 hours per week for $5.50/hour or on a volunteer basis.

Job Description:

The Student Advisors have different job descriptions. Their responsibilities are listed below:

- *Teach or co-teach workshops/classes;
- *Perform intake counseling;
- *Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;
- *Complete administrative/clerical tasks;
- *Design flyers and other marketing devices;
- *Offer computer assistance guidance;
- *Lead library and facility tours;
- *Deliver outreach programs and services;
- *Participate in research projects;
- *Develop educational materials.

Training:

Pre-service Training for Program: 11-25 hours
On-the-Job training by Supervisor: 26-40 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Appreciation of differences;
- *Time management;
- *Leading effective workshops and meetings;
- *Campus resources and referral techniques;
- *Job search skills and strategies;
- *Career and life planning.

Supervision:

Group: 1 hour/week
Individual: 10 hours/week total

Evaluation of Student Advisors:

- *Periodic individual reviews per semester;
- *Final written evaluation;
- *Exit Interview.

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Colorado College
Colorado Springs, Colorado

**Student Career Advisors**

Description of Institution:

Colorado College is a private, four year institution with an undergraduate population of 1850.

Program Description:

-Program in Existence: 2 years
-Number of Student Career Advisors: 6
-Work Hours and Compensation: Each Student Career Advisor works approximately 6-10 hours per week on a volunteer basis or with work study wages.

Job Description:

The Student Career Advisors have different job descriptions. Their responsibilities are listed:

Job Description (cont.)

- *Critique resumes and cover letters;
- *Teach or co-teach workshops/classes;
- *Perform intake counseling;
- *Coordinate and host receptions and panels;
- *Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;
- *Host visiting employers;
- *Complete administrative/clerical tasks;
- *Design flyers and other marketing devices;
- *Lead library and facility tours;
- *Deliver outreach programs and services;
- *Develop educational materials.

## Training:

Pre-service Training for Program: 11-25 hours
On-the-Job training by Supervisor: 26-40 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Effective leadership skills;
- *Goal setting and assessment;
- *Appreciation of differences;
- *Student development theory;
- *Career development theory;
- *Business writing and etiquette;
- *Time management;
- *Leading effective workshops and meetings;
- *Values clarification;
- *Campus resources and referral techniques;
- *Job search skills and strategies;
- *Career and life planning;
- *Word Processing.

## Supervision:

Group: 1 hour/month
Individual: On-going

## Evaluation of Student Career Advisors:

- *Periodic individual reviews once every two weeks;
- *Final written evaluation.

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Dickinson College
Carlisle, Pennsylvania

## Career Assistants

Description of Institution:

Dickinson College is a private, four year institution with an undergraduate population of 2000.

Program Description:

-Program in Existence: 10 years
-Number of Career Assistants: 8
-Work Hours and Compensation: Each Career Assistant works approximately 16-20 hours per week for $3.35/hour.

Job Description:

The Student Career Advisors share the same job description. Their responsibilities are listed below:

*Critique resumes and cover letters;
*Perform video mock interviews;
*Teach or co-teach workshops/classes;
*Perform career counseling;
*Coordinate and host receptions and panels;
*Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;
*Complete administrative/clerical tasks;
*Design flyers and other marketing devices;
*Lead library and facility tours;
*Deliver outreach programs and services;
*Participate in research projects.

Training:

Pre-service Training for Program: 56-70 hours
On-the-Job training by Supervisor: 56-70 hours

Topics covered in training include:

*Communication and counseling skills;
*Effective leadership skills;
*Goal setting and assessment;
*Career development theory;
*Business writing and etiquette;
*Time management;
*Leading effective workshops and meetings;
*Values clarification;
*Campus resources and referral techniques;

Training Topics (cont.)

- *Job search skills and strategies;
- *Career and life planning;
- *Presentation skills;
- *Informational interviewing;
- *Dealing with rejection.

Supervision:

Group: 1 hour/week
Individual: 12 hours total

Evaluation of Career Assistants:

*Periodic individual reviews three times per semester.

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## The Evergreen State College
## Olympia, Washington

## Paraprofessional Career/Employment Counselors

Description of Institution:

The Evergreen State College is a public, four year institution with an undergraduate population of 2800.

Program Description:

-Program in Existence: 12 years
-Number of Student Career Advisors: 2
-Work Hours and Compensation: Each Career/Employment Counselor works approximately 16-20 hours per week for $4.10-5.10/hour and has the option of receiving academic credit.

Job Description:

The Career/Employment Counselors have different job descriptions. Their responsibilities are listed below:

- *Critique resumes and cover letters;
- *Teach or co-teach workshops/classes;
- *Perform intake counseling;
- *Perform career counseling;
- *Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;
- *Host visiting employers;
- *Complete administrative/clerical tasks;
- *Participate in research projects;
- *Assist students with career development software.

Training:

Pre-service Training for Program: <10 hours
On-the-Job training by Supervisor: >70 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Effective leadership skills;
- *Appreciation of differences
- *Student development theory;
- *Career development theory;
- *Leading effective workshops and meetings;
- *Values clarification;
- *Job search skills and strategies;
- *Career and life planning.

Supervision:

Group: 1 hour/week
Individual: 4 hours total

Evaluation of Career/Employment Counselors:

- *Periodic individual reviews on a quarterly basis;
- *Final written report involving supervisor's assessment/self-assessment at end of academic year;
- *Exit interview.

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Hobart and William Smith College
Geneva, New York

**Career Assistants**

Description of Institution:

Hobart and William Smith College is a private, four year institution with an undergraduate population of 1900.

Program Description:

-Program in Existence: 3 years
-Number of Student Career Advisors: 5
-Work Hours and Compensation: Each Career Assistant works approximately 10 hours per week for $3.35/hour.

Job Description:

The Career Assistants share the **same** job description. Their responsibilities are listed:

Job Description (cont.)

*Critique resumes and cover letters;
*Perform video mock interviews;
*Teach or co-teach workshops/classes;
*Coordinate and host receptions and panels;
*Host visiting employers;
*Complete administrative/clerical tasks;
*Design flyers and other marketing devices;
*Offer computer assistance guidance;
*Lead library and facility tours;
*Deliver outreach programs and services to residence halls;
*Participate in research projects;
*Develop educational materials;
*Maintain office hours;
*Complete special projects;
*Assist individuals with self-assessment.

## Training:

Pre-service Training for Program:  41-55 hours
On-the-Job training by Supervisor:  26-40 hours

Topics covered in training include:

*Communication and counseling skills;
*Effective leadership skills;
*Goal setting and assessment;
*Career development theory;
*Leading effective workshops and meetings;
*Values Clarification;
*Campus resources and referral techniques;
*Job search skills and strategies;
*Career and life planning;
*Career library resources;
*Computerized career guidance;
*Office procedures.

## Supervision:

Group: 1 hour/week
Individual:  5 hours/week total

## Evaluation of Career Assistants:

*Periodic individual reviews mid-year;
*Reapplicant evaluation.

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## Illinois Wesleyan University
## Bloomington, Illinois
## Paraprofessional Career Educators

### Description of Institution:

Illinois Wesleyan University is a private, four year institution with an undergraduate population of 1650.

### Program Description:

-Program in Existence: 7 years
-Number of Paraprofessional Career Educators: 5
-Work Hours and Compensation: Each Paraprofessional Career Educator works approximately 10 hours per week for minimum wage.

### Job Description:

The Career Assistants have different job descriptions. Their responsibilities are listed below:

*Critique resumes and cover letters;
*Teach or co-teach workshops/classes;
*Perform intake counseling;
*Perform career counseling;
*Coordinate and host receptions and panels;
*Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;
*Interpret test results;
*Host visiting employers;
*Complete administrative/clerical tasks;
*Design flyers and other marketing devices;
*Lead library and facility tours;
*Deliver outreach programs and services.

### Training:

Pre-service Training for Program: 26-40 hours
On-the-Job training by Supervisor: 84 hours

Topics covered in training include:

*Communication and counseling skills;
*Effective leadership skills;
*Goal setting and assessment;
*Student development theory;
*Career development theory;
*Appreciation of differences;
*Leading effective workshops and meetings;
*Values clarification;
*Job search skills and strategies;
*Career and life planning;

Supervision:

Group: 1 hour/week
Individual: on-going

Evaluation of Paraprofessional Career Educators:

- *Periodic individual reviews per semester;
- *Final written evaluation involving supervisor's assessment.

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**Ithaca College**
**Ithaca, New York**
**Peer Career Counselors**

Description of Institution:

Ithaca College is a private, four year institution with an undergraduate population of 5500.

Program Description:

-Program in Existence: 8 years
-Number of Peer Career Counselors: 15
-Work Hours and Compensation: Each Peer Career Counselor works approximately 4 hours per week on a volunteer basis.

Job Description:

The Career Assistants share the **same** job description. Their responsibilities are:

- *Critique resumes and cover letters;
- *Perform intake counseling;
- *Perform career counseling;
- *Design flyers and other marketing devices;
- *Lead library and facility tours;
- *Deliver outreach programs and services;
- *Participate in research projects;
- *Develop educational materials.

Training:

Pre-service Training for Program: 26-40 hours
On-the-Job training by Supervisor: 26-40 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Career development theory;

Training Topics (cont.)

- *Values clarification;
- *Job search skills and strategies;
- *Career and life planning;
- *Business writing and etiquette;
- *Leading effective workshops and meetings;
- *Campus resources and referral techniques.

## Supervision:

Group: 1 hour/week
Individual: on-going

## Evaluation of Paraprofessional Career Educators:

- *Periodic individual reviews per semester;
- *Exit interview.

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## Loyola Marymount University
Los Angeles, California

## Student Paraprofessionals

## Description of Institution:

Loyola Marymount University is a private, four year institution with an undergraduate population of 4025.

## Program Description:

-Program in Existence: 1 years
-Number of Student Paraprofessionals: 4
-Work Hours and Compensation: Each Student Paraprofessional works approximately 6-10 hours per week. The interns work on a volunteer basis and the coordinators are paid through work study at $4.50-5.00/hour.

## Job Description:

The Student Paraprofessionals have different job descriptions. Their responsibilities are listed below:

- *Critique resumes and cover letters;
- *Perform video mock interviews;
- *Teach or co-teach workshops/classes;
- *Perform intake counseling;
- *Coordinate and host receptions and panels;
- *Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;

### Job Description (cont.)

- *Interact with professionals or alumni to develop career consultants and externship sponsors;
- *Complete administrative/clerical tasks;
- *Design flyers and other marketing devices;
- *Lead library and facility tours.

### Training:

Pre-service Training for Program: <10 hours
On-the-Job training by Supervisor: 26-40 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Effective leadership skills;
- *Goal setting and assessment;
- *Leading effective workshops and meetings;
- *Job search skills and strategies;
- *Career and life planning.

### Supervision:

Group: 1 hour/week Individual: 4 hours/week total

### Evaluation of Student Paraprofessionals:

- *Periodic individual reviews on a monthly basis;
- *Exit interview.

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## Ohio Wesleyan University

Delaware, Ohio

## CAP Center Interns

### Description of Institution:

Ohio Wesleyan University is a private, four year institution with an undergraduate population of 1600.

### Program Description:

- -Program in Existence: 3 years
- -Number of CAP Center Interns: 5
- -Work Hours and Compensation: Each CAP Center Intern works approximately 11-15 hours per week for $3.65/hour and/or receives academic credit through Psychology or Economic Departments.

## Job Description:

The CAP Center Interns share the same job description. Their responsibilities are listed below:

- *Critique resumes and cover letters;
- *Teach or co-teach workshops/classes;
- *Perform intake counseling;
- *Coordinate and host receptions and panels;
- *Interact with professionals or alumni to develop career consultants and externship sponsors;
- *Complete administrative/clerical tasks;
- *Design flyers and other marketing devices;
- *Offer computer assistance guidance;
- *Lead library and facility tours;
- *Maintain satellite facilities;
- *Deliver outreach programs and services;
- *Participate in research projects;
- *Develop educational materials.

## Training:

Pre-service Training for Program: 11-25 hours
On-the-Job training by Supervisor: 41-55 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Goal setting and assessment;
- *Career development theory;
- *Appreciation of differences;
- *Leading effective workshops and meetings;
- *Campus resources and referral techniques;
- *Job search skills and strategies;
- *Career and life planning.
- *Resume writing;
- *Senior intake interviewing skills.

## Supervision:

Group: 1 hour/week
Individual: 5 hours/week total

## Evaluation of Student Paraprofessionals:

- *Periodic individual reviews twice per semester;
- *Final written report involving supervisor's assessment/self-assessment;
- *Exit interview.

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Otterbein College
Westerville, Ohio

## Peer Career Advisors

### Description of Institution:

Otterbein College is a private, four year institution with an undergraduate population of 1810.

### Program Description:

-Program in Existence: 5 years
-Number of Peer Career Advisors: 11
-Work Hours and Compensation: Each Peer Career Advisor works approximately 3-5 hours per week receiving academic credit through academic departments.

### Job Description:

The Peer Career Advisors share the same job description. Their responsibilities are listed below:

*Critique resumes and cover letters;
*Teach or co-teach workshops/classes;
*Perform career counseling;
*Design flyers and other marketing devices;
*Offer computer assistance guidance;
*Deliver outreach programs and services.

### Training:

Pre-service Training for Program: 11-25 hours
On-the-Job training by Supervisor: 26-40 hours

Topics covered in training include:

*Communication and counseling skills;
*Career development theory;
*Time management;
*Values clarification;
*Job search skills and strategies;
*Career and life planning;
*Effective leadership skills;
*Leading effective workshops and meetings;
*Campus resources and referral techniques.

### Supervision:

Group: 2 hours/week
Individual: 11 hours/week total

## Evaluation of Peer Career Advisors:

- *Letter grade issue per term;
- *Periodic individual reviews once per semester;
- *Final written report involving supervisor's assessment.

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## Portland State University
Portland, Oregon
**Peer Placement Advisors**

## Description of Institution:

Portland State University is a public university granting doctoral degrees with an undergraduate population of 12.252.

## Program Description:

-Program in Existence: 10 years
-Number of Peer Placement Advisors: 5
-Work Hours and Compensation: Each Peer Placement Advisor works approximately 11-15 hours per week for $4.25/hour, $4.00/hour during training.

## Job Description:

The Peer Placement Advisors share the **same** job description. Their responsibilities are listed below:

- *Critique resumes and cover letters;
- *Teach or co-teach workshops/classes;
- *Perform video mock interviews;
- *Lead library and facility tours;
- *Deliver outreach programs and services;
- *Develop career materials and visit employers to contact information interviews;
- *Develop public relations;
- *Participate in research projects;
- *Design flyers and other marketing devices;
- *Complete administrative/clerical tasks.

## Training:

Pre-service Training for Program: 180-200 hours
On-the-Job training by Supervisor: 11-25 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Business writing and etiquette;

Training Topics (cont.)

- *Appreciation of differences;
- *Time management;
- *Leading effective workshops and meetings;
- *Campus resources and referral techniques;
- *Job search skills and strategies;
- *Office procedures.

Supervision:

Group: 15 hours/week
Individual: 15 hours/week total

Evaluation of Peer Placement Advisors:

- *Periodic individual reviews during and after training;
- *Final oral evaluation involving supervisor's assessment/peer assessment/self assessment.

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State University of New York, Oswego
Oswego, New York
**Peer Career Counselors**

Description of Institution:

State University of New York. Oswego is a public, four year institution with an undergraduate population of 7,000.

Program Description:

-Program in Existence: 5-6 years
-Number of Peer Career Counselors: 5-7
-Work Hours and Compensation: Each Peer Career Counselor works approximately 11-15 hours per week receiving academic credits through Experienced Based Education Department.

Job Description:

The Peer Career Counselors share the **same** job description. Their responsibilities are listed:

- *Critique resumes and cover letters;
- *Perform intake counseling;
- *Perform peer career counseling;
- *Coordinate and host receptions and panels;
- *Design flyers and other marketing devices;
- *Lead library and facility tours;
- *Deliver outreach programs and services.

Training:

Pre-service Training for Program: >70 hours
On-the-Job training by Supervisor: >70 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Career development theory;
- *Time management;
- *Leading effective workshops and meetings;
- *Campus resources and referral techniques;
- *Job search skills and strategies;
- *Career and life planning.

Supervision:

Group: 3 hours/week
Individual: 7 hours/week total

Evaluation of Peer Career Counselors:

- *Periodic individual reviews twice per semester;
- *Final written report involving supervisor's assessment/ self assessment.

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Sterling College
Sterling, Kansas

**Supplemental Instructors/Tutors**

Description of Institution:

Sterling College is a private, four year institution with an undergraduate population of 550.

Program Description:

-Program in Existence: 2 years
-Number of Supplemental Instructors/Tutors: 18
-Work Hours and Compensation: Each Supplemental Instructor/Tutor works approximately 6-10 hours per week for minimum wage.

Job Description:

The Supplemental Instructors/Tutors have different job descriptions. Their responsibilities are listed:

### Job Description (cont.)

*Critique resumes and cover letters;
*Teach or co-teach workshops/classes;
*Perform intake counseling;
*Perform peer career counseling;
*Coordinate and host receptions and panels;
*Interpret test results;
*Host visiting employers;
*Complete administrative/clerical tasks;
*Design flyers and other marketing devices;
*Offer computer assistance guidance;
*Lead library and facility tours;
*Maintain satellite facilities;
*Participate in research projects;
*Develop educational materials;
*Prepare students for day-to-day participation in specific courses.

### Training:

Pre-service Training for Program: 10 hours
On-the-Job training by Supervisor: 18 hours

Topics covered in training include:

*Communication and counseling skills;
*Effective leadership skills;
*Goal setting and assessment;
*Student development theory;
*Career development theory;
*Business writing and etiquette;
*Appreciation of differences;
*Time management;
*Leading effective workshops and meetings;
*Values clarification;
*Campus resources and referral techniques;
*Job search skills and strategies;
*Career and life planning;
*Study skills.

### Supervision:

Group: .5 hours/week
Individual: 9 hours/week total

### Evaluation of Supplemental Instructors/Tutors:

*Periodic individual reviews weekly;
*Final written evaluation involving supervisor's assessment, peer assessment, and self assessment;
*Exit interview.

University of Alabama at Birmingham
Birmingham, Alabama

## Peer Counselors

### Description of Institution:

The University of Alabama at Birmingham is a public university granting doctoral degrees with an undergraduate population of 11,000.

### Program Description:

-Program in Existence: 5 years
-Number of Peer Counselors: 4
-Work Hours and Compensation: Each Peer Counselor works approximately 11-15 hours per week on a volunteer basis.

### Job Description:

The Peer Career Counselors share the **same** job description. Their responsibilities are listed below:

*Teach or co-teach workshops/classes;
*Perform career counseling;
*Coordinate and host receptions and panels;
*Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;
*Interact with professionals or alumni to develop career consultants and externship sponsors;
*Complete administrative/clerical tasks;
*Design flyers and other marketing devices;
*Deliver outreach programs and services;
*Develop educational materials.

### Training:

Pre-service Training for Program: 11-25 hours
On-the-Job training by Supervisor: >70 hours

Topics covered in training include:

*Communication and counseling skills;
*Effective leadership skills;
*Goal setting and assessment;
*Student development theory;
*Career development theory;
*Leading effective workshops and meetings;
*Campus resources and referral techniques;
*Career and life planning.

Supervision:

Group: 1.5 hours/week
Individual: 4 hours/week total

Evaluation of Peer Career Counselors:

- *Periodic individual reviews twice per term;
- *Exit interview.

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University of Illinois, Urbana-Champaign
Champaign, Illinois

## Paraprofessional Career Consultants

Description of Institution:

The University of Illinois, Urbana-Champaign is a public, four year college with an undergraduate population of 28,000.

Program Description:

-Program in Existence: 10 years
-Number of Paraprofessional Career Consultants: 46
-Work Hours and Compensation: Each Paraprofessional Career Consultant works approximately 16-20 hours per week for academic credit or paid for second year in service.

Job Description:

The Peer Career Counselors share the **same** job description. Their responsibilities are listed below:

- *Critique resumes and cover letters;
- *Teach or co-teach workshops/classes;
- *Perform intake counseling;
- *Coordinate and host receptions and panels;
- *Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;
- *Host visiting employers;
- *Complete administrative/clerical tasks;
- *Design flyers and other marketing devices;
- *Offer computer assistance guidance;
- *Lead library and facility tours;
- *Maintain satellite facilities;
- *Deliver outreach programs and services;
- *Participate in research projects;
- *Develop educational materials;
- *Recruit and interview new members;

- *Coordinate career conferences;
- *Complete special practicum projects.

Training:

Pre-service Training for Program: >70 hours
On-the-Job training by Supervisor: 10 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Effective leadership skills;
- *Goal setting and assessment;
- *Student development theory;
- *Career development theory;
- *Business writing and etiquette;
- *Appreciation of differences;
- *Time management;
- *Leading effective workshops and meetings;
- *Values clarification;
- *Campus resources and referral techniques;
- *Job search skills and strategies;
- *Career and life planning.

Supervision:

Group: 1 hour/week
Individual: 2 hours/week total

Evaluation of Paraprofessional Career Consultants:

- *Periodic individual reviews monthly;
- *Final written evaluation involving supervisor's assessment.

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## University of Michigan
## Ann Arbor, Michigan

### Career Assistants

Description of Institution:

The University of Michigan is a public, four year university granting doctoral degrees with an undergraduate population of 35,000.

## Program Description:

-Program in Existence: 7 years
-Number of Career Assistants: 5
-Work Hours and Compensation: Each Career Assistant works approximately 11-15 hours per week for $4.65 hour with work study award graded by years of experience.

## Job Description:

The Peer Career Counselors share the **same** job description. Their responsibilities are listed below:

*Critique resumes and cover letters;
*Perform video mock interviews;
*Teach or co-teach workshops/classes;
*Perform intake counseling;
*Perform career counseling;
*Offer computer assistance guidance;
*Lead library and facility tours;
*Deliver outreach programs and services;
*Administer walk-in advising service by providing information on career decision-making and job search techniques;
*Assist students locate and utilize multimedia career library;
*Keep statistical data;
*Make effective referrals.

## Training:

Pre-service Training for Program: 30 hours
On-the-Job training by Supervisor: <70 hours

Topics covered in training include:

*Communication and counseling skills;
*Effective leadership skills;
*Goal setting and assessment;
*Student development theory;
*Career development theory;
*Business writing and etiquette;
*Appreciation of differences;
*Time management;
*Leading effective workshops and meetings;
*Values clarification;
*Campus resources and referral techniques;
*Job search skills and strategies;
*Team building;
*Career and life planning;
*Computer assistance program;
*Office procedures and programs.

### Supervision:

Group: 1-3 hour/week
Individual: 5 hours/bi-weekly total

### Evaluation of Career Assistants:

*Periodic individual reviews;
*Final written evaluation per semester;
*Exit interview.

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## University of Missouri - Columbia
Columbia, Missouri

**Career Specialists**

### Description of Institution:

The University of Missouri - Columbia is a public university granting doctoral degrees with an undergraduate population of 16,942.

### Program Description:

-Program in Existence: 14 years
-Number of Career Specialists: 20
-Work Hours and Compensation: Each Career Specialist works approximately 6-10 hours per week for $4.37/hour the first year, $4.61 for the second year, and $4.81 for the third year. Receiving academic credit up to 8 hours through the Educational and Counseling Psychology Department is an option.

### Job Description:

The Career Specialists share the same job description. Their responsibilities are listed below:

*Critique resumes and cover letters;
*Perform intake counseling;
*Perform career counseling;
*Complete administrative/clerical tasks;
*Offer computer assistance guidance;
*Lead library and facility tours;
*Deliver outreach programs and services;
*Assist with research projects.

### Training:

Pre-service Training for Program: 100 hours
On-the-Job training by Supervisor: 70 hours

Topics covered in training include:

- *Communication and counseling skills;
- *Effective leadership skills;
- *Goal setting and assessment;
- *Student development theory;
- *Career development theory;
- *Business writing and etiquette;
- *Appreciation of differences;
- *Time management;
- *Values clarification;
- *Campus resources and referral techniques;
- *Job search skills and strategies;
- *Career and life planning.

### Supervision:

Group: 1 hour/week
Individual: 10 hours/week total

### Evaluation of Career Specialists:

- *Periodic individual reviews per semester;
- *Exit interview.

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## University of Texas at Austin
## Austin, Texas

## Career Assistants
## Student Associates and Relations Team (START)

### Description of Institution:

The University of Texas at Austin is a public university granting doctoral degrees with an undergraduate population of 48,000.

### Program Description:

-Program in Existence: 3-4 years
-Number of Career Assistants: 46
-Work Hours and Compensation: Each Paraprofessional work load depends on program, ranging from 10-15 hours either for $5.19 per hour or on a volunteer basis.

Job Description:

The Paraprofessionals have **different** job descriptions. Their responsibilities are listed:

*Critique resumes and cover letters;
*Teach or co-teach workshops/classes;
*Perform intake counseling;
*Coordinate and host receptions and panels;
*Host visiting employers;
*Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;
*Interact with professionals or alumni to develop career consultants, externship sponsors;
*Complete administrative/clerical tasks;
*Design flyers and other marketing devices;
*Lead library and facility tours;
*Deliver outreach programs and services;
*Develop educational materials.

Training:

Pre-service Training for Program: 26-40 hours
On-the-Job training by Supervisor: 10-45 hours

Topics covered in training include:

*Communication and counseling skills;
*Effective leadership skills;
*Goal setting and assessment;
*Career development theory;
*Business writing and etiquette;
*Appreciation of differences;
*Time management;
*Leading effective workshops and meetings;
*Values clarification;
*Campus resources and referral techniques;
*Job search skills and strategies;
*Career and life planning;
*Assertiveness skills;
*Giving feedback/evaluating peers.

Supervision:

Group: 2 hour/week
Individual: 10 hours/week total

Evaluation of Paraprofessionals:

*Periodic individual reviews per semester;
*Final written evaluation involving supervisor's assessment/peer assessment/self-assessment.

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## Washington University
## St. Louis, Missouri

## Peer Counselors

### Description of Institution:

Washington University is a private university granting doctoral degrees with an undergraduate population of 5,000.

### Program Description:

-Program in Existence: 2 years
-Number of Peer Counselors: 4
-Work Hours and Compensation: Each Peer Counselor works approximately 11-15 hours per week as interns or College Work Study students.

### Job Description:

The Peer Counselors share the **same** job description. Their responsibilities are listed below:

*Critique resumes and cover letters;
*Perform video mock interviews;
*Teach or co-teach workshops/classes;
*Perform intake counseling;
*Perform career counseling;
*Complete administrative/clerical tasks;
*Design flyers and other marketing devices;
*Offer computer assistance guidance;
*Lead library and facility tours;
*Develop educational materials;
*Assist with research;
*Serve as student advisory group.

### Training:

Pre-service Training for Program: 11-25 hours
On-the-Job training by Supervisor: 15 hours

Topics covered in training include:

*Communication and counseling skills;
*Career development theory;
*Student development theory;
*Values clarification;
*Campus resources and referral techniques;
*Job search skills and strategies;
*Career and life planning;
*Decision making theory.

### Supervision:

Group: 3 hour/week
Individual: 4 hours/month total

### Evaluation of Peer Counselors:

*Periodic individual reviews twice per semester;
*Written evaluation by supervisor and Peer Counselor, once per semester.

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Whitman College
Walla Walla, Washington

## Paraprofessionals

### Description of Institution:

Whitman College is a private, four year institution with an undergraduate population of 1,100.

### Program Description:

-Program in Existence: 5 years
-Number of Paraprofessionals: 7
-Work Hours and Compensation: Each Paraprofessional works approximately 11-15 hours per week for $3.50/hour (paid for 6 hours/week only). Students on paraprofessional committees work on a volunteer basis.

### Job Description:

The Paraprofessionals have **different** job descriptions. Their responsibilities are listed below:

*Critique resumes and cover letters;
*Teach or co-teach workshops/classes;
*Perform intake counseling, job and internship development with students;
*Coordinate and host receptions and panels;
*Interact with employers or alumni to develop recruitment visits, summer jobs, and internships;
*Interact with professionals and alumni to develop career consultants and externship sponsors;
*Host visiting employers;
*Complete administrative/clerical tasks;
*Design flyers and other marketing devices;
*Lead library and facility tours;
*Deliver outreach programs and services;
*Participate in research projects;

*Develop educational materials;
*Select and train successors;
*Order library materials.

## Training:

Pre-service Training for Program: 26-40 hours
On-the-Job training by Supervisor: 56-70 hours

Topics covered in training include:

*Communication and counseling skills;
*Effective leadership skills;
*Goal setting and assessment;
*Career development theory;
*Student development theory;
*Business writing and etiquette;
*Appreciation of differences;
*Time management;
*Leading effective workshops and meetings;
*Values clarification;
*Campus resources and referral techniques;
*Job search skills and strategies;
*Career and life planning;
*Public speaking;
*Computer use.

## Supervision:

Group: 2 hours/week
Individual: 7 hours/week total

## Evaluation of Paraprofessionals:

*Periodic individual reviews per semester;
*Final written evaluation involving supervisor's assessment/peer assessment/self assessment;
*Exit interview.

# SECTION IV

# RESOURCE MATERIALS

# Paraprofessional Program Descriptions

ITHACA

**Ithaca College**
Ithaca, New York
607-274-3365

Office of Career Planning

# PEER CAREER COUNSELOR INFORMATION AND APPLICATION

## 1. WHAT IS A PEER CAREER COUNSELOR (PCC)?

A Peer Career Counselor is viewed as a paraprofessional and will assume responsibilities similar to those of the professional staff in the Office of Career Planning & Placement.

## 2. WHAT DOES A PEER CAREER COUNSELOR DO?

Peer Career Counselors function as support staff in the office. They share basic responsibilities which include the following:

- 4 scheduled office hours per week
- Weekly meetings (training, evaluation, etc.)
- Residence hall outreach programming
- Observation of workshops/seminars

Each PCC will also be responsible for a special project or program which will be based on particular skills and interests. Innovative projects have been identified and will be suggested to PCC's who express interest in these high-need areas.

## 3. WHY IS THERE A PEER CAREER COUNSELOR PROGRAM?

- To help serve the increasing numbers of students utilizing our services. PCC's are able to provide more students with individual assistance in the career planning process.

- To reach out to more students, especially freshmen and sophomores. By involving PCC's we hope to reach greater numbers of students in the residence halls and increase contact with students in the office.

- To assess student needs. Information about student needs is critical to successful programming. Close contact with increased numbers of students can help us determine what the focus of our program should be.

## 4. HOW WILL BEING A PEER CAREER COUNSELOR HELP WITH YOUR CAREER GOALS?

- By developing highly marketable skills. PCC's provide a vital service using interpersonal communication, marketing, and organizational skills.

- By gaining experience working with many types of people. You will be in contact with students, office and campus professionals, and employers representing many types of organizations.

- By providing you with career and educational information. Through career library resources, training and attendance at career seminars you will be able to test your current goals and explore new options.

THERE IS A PLACE FOR EVERYONE, OF ANY MAJOR, AS A PEER CAREER COUNSELOR!

## 5. WHAT TYPE OF TRAINING WILL YOU RECEIVE?

An intensive training program has been developed which includes three days in August and one day in January. This is followed up by observation and individual and group meetings. Students must be available for the training the beginning of each semester. The areas to be covered in the training include the following:

- Familiarity with the career decision making process
    - o self-assessment and career exploration
    - o information gathering techniques
    - o making and acting on career decisions
- Basic counseling skill training for use in career counseling/advising
- Resume Writing, Interviewing, Job Search Techniques
- Knowledge of Career Planning services
- Outreach programming: how to do it, what to do

Training methods will include lecture, exercise completion (individually and through group interaction), role playing, readings, and group discussions. Individual and group meetings will be used for follow-up, evaluation, and additional training.

## 6. CAN YOU RECEIVE CREDIT FOR BEING A PEER CAREER COUNSELOR?

Students may receive credit for being a PCC or participate on a volunteer basis. In order to receive credit for the program, the student must first find a faculty sponsor and then submit an Internship Proposal to the Assistant Dean of HSS or to a specified person in another school. The proposal must be approved in order for the student to receive credit for the program.

## 7. HOW CAN YOU FIND OUT MORE ABOUT BEING A PCC?

You are welcome to spend some time with a PCC while they're on duty in the Career Library. The PCC schedule is posted right inside the door of the Career Planning Office. Stop in to ask some quick questions or arrange to spend a length of time with one or more to observe them in action.

## 8. WHAT IS THE APPLICATION PROCEDURE?

- All application materials are attached.
- These materials must be received in the Office of Career Planning and Placement by 5 p.m. Friday, February 13, 1987.
  This includes:
    - o Completed application form
    - o 2 letters of recommendation. At least one must be from a member of the Ithaca College community. Recommendations cannot be from a Peer Career Counselor.
- Upon receipt of your application you will be given an appointment for a group interview.
- Applicants selected for follow-up interviews will be notified.
- Final selections will be announced during the week of March 17.

Welcome to the Portland State University Peer Placement Advisor program! This training packet may look overwhelming at first, but taken step-by-step and at your own pace, you'll find that each unit builds on the other. You will find all Placement Services staff willing to answer any questions you may have as you proceed through the training packet.

## DESCRIPTION OF THE PROGRAM

The Peer Placement Advisor program is staffed by student paraprofessionals who assist other students in various aspects of their job search. The more experienced Peer Placement Advisors assist in training the newer Peer Advisors.

As a Peer Placement Advisor (PPA) you will have three primary functions:

1. See students in individual appointments to provide resume critiques and job search information.
2. See students individually to conduct video-taped mock interviews and critiques students' interviewing skills.
3. Present seminars on job search strategies, interviewing skills, and resume preparation.

Your training packet is divided into five segments: 1) orientation and placement office resources, 2) resume preparation, 3) job search strategies, 4) interview tips, and 5) individual appointments. The training program is specifically designed to allow you to work independently and at your own pace. In addition to the independent learning, much of the training will involve interaction with and observation of other Peer Advisors and the rest of the Placement staff. While time, energy, and initiative are required to successfully complete the training program, we hope you won't feel too pressured and that you will enjoy the fun part of the training.

Because you will be providing students with information that will assist them in their job search, it is important to have a thorough understanding of job search skills and job search resources.

At times you will have access to personal information concerning the students you work with (i.e. they may tell you they have been fired from a job, you know their on-campus recruiting interviews are not going well, you know their GPA, etc.) It is vital that this information remain confidential. If you wish to discuss a particular appointment, meet privately with your team leader. It's unprofessional to gossip, but it's okay to ask for advice about how to deal with situations.

The total amount of time that a person spends in training ranges from 130-150 hours. Keep in mind that this is a relatively flexible training program. We realize that you are also taking classes, and that school is your first priority. If you need to adjust your work schedule because of studies, be sure to check with the team leader. You do not have to begin taking individual appointments or presenting seminars until you feel comfortable with the information. It is important for you to ask questions and to observe seminars and appointments conducted by more experienced Peer Placement Advisors and by the professional staff.

**GOOD LUCK AND WE HOPE THE TRAINING GOES WELL.**

**YOUR TEAM LEADER AND THE PLACEMENT STAFF**

From the Peer Placement Advisor Training Manual, Portland State University, 1987.

# GEORGETOWN UNIVERSITY
Washington, D.C.

## 1986-87
## Peer Counseling Program

### Goals

1. Increase student awareness of how the Career Center can help meet their planning needs.

2. Increase contact with students, specifically freshmen through juniors.

3. Contribute ideas for the Career Center programs in order to be continually responsive to the changing needs of students.

4. Disseminate career information.

5. Provide encouragement and support to individual students using the Career Center's services.

### Responsibilities

1. Outreach

   Make presentations in the residence halls and/or to clubs in order to acquaint students with the Career Center's services.

   Maintain information tables in key locations on campus such as Healy Basement, Lauinger, outside the cafeterias, etc. These information tables will include posters and flyers explaining programs and services offered by the Career Center.

   Talk with students individually in classes, residence halls, cafeterias, anywhere throughout campus to disseminate information and/or to help students begin discussing career planning.

   Help students elicit career information by talking with a professional in their field of interest.

2. Career Resource Library

   Greet students as they come into the Center.

   Listen to their requests.

   Aid them in fulfilling their requests which may include an explanation of services, help with career planning, or assistance in using the career resources.

3. Projects

   As time and interest permit, develop special projects. In the past, peer counselors have developed and conducted surveys, created resources for the library, and developed a special workshop.

### Time Commitment

1. Participate in 15 hours of training in factual knowledge of the Career Center as well as communication skills and counseling techniques, and in a 10 hour career decision-making seminar. Training and the seminar will be held during the week of Monday, August, 25 through Friday, August 29, 1986 for approximately 5 hours per day. This is the week before classes begin.

2. Contribute at least an average of 5 hours work per week. This includes attending a biweekly meeting.

3. Students will be volunteering their time. The benefits of participation in the peer counselor program will include: experience in meeting and helping other students; becoming better acquainted with faculty, administrators, and people working in various career areas; knowledge of and experience in communication skills and counseling techniques; the ability to make career plans for oneself; and experience in finding out more about different occupations.

Qualifications

Peer Counselors must:

1. Be interested in the career planning process.
2. Possess interpersonal skills including the ability to listen carefully to others, understand another person's feelings, and explain ideas and concepts to others.
3. Be reliable and responsible.
4. Be capable of functioning independently.
5. Be able to cope with not always being able to see the results of one's work.
6. Be able to organize daily activities in order to fulfill commitments to school, extracurricular activities, work, etc.

Application Procedures

1. Nominations for peer counselors will be submitted to the coordinator by faculty and administrators.
2. Nominated students will receive, by mail, a form outlining the goals of the peer counseling program as well as the duties, time commitment, and qualifications of the peer counselors. In addition, they will receive an application form.
3. Applications for the peer counselor positions must be received by the coordinator no later than Wednesday, April 16, 1986.
4. Candidates will be interviewed for approximately 30 minutes each.
5. Students will be notified of their selection as peer counselors by Friday, April 25, 1986.
6. There will be a meeting at the Career Center for all selected peer counselors during the week of April 28, 1986.

For further information, contact Renee Herrell Everingham, Career Center, 625-4071, 3rd floor Maguire Hall.

# CAREER ASSISTANT PROGRAM - A MODEL FOR PEER CAREER COUNSELING

DICKINSON COLLEGE, CARLISLE, PA.
Davis C. Tracy, Ph.D. & Jeri Rockett, M.A., M.Ed.

## PROGRAM HISTORY

The Career Assistant (CA) Program was designed by Dr. Howard Figler in 1976 as part of a Career Advising Network which was to include professional staff, peer counselors, college faculty and printed self-help materials. This network was implemented in recognition of the fact that although some students are willing to consult with professionals on career issues, others will seek help from more familiar, less threatening sources.

The program was initially funded as part of a $283,000 three-year grant from the Lilly Foundation from which the CA program received $10,000. It was a declining grant with the stipulation that Dickinson College would assume funding at the end of three years.

The initial goals of the CA program were: (1) satisfactory contact with a large proportion of the student population, (2) positive evaluations of our services from most students using them, (3) widespread awareness of career services in the entire campus, (4) successful training of peer counselors and others who provide career assistance, (5) acceptance of the self-initiating philosophy of career development.

In 1976 the first group of 15 CAs was selected. Approximately 15 were selected each year for the next two years. Since this proved to be an unwieldy number, currently, and for the past five years there have been 9 or 10 CAs in each year's group. CAs have represented every major field of study on campus and every class, although the majority have been seniors.

For the first several years approximately 3-5 CAs resigned in December and were replaced in January. This was disruptive to group cohesiveness however, which resulted in the 1980 policy requiring CAs to make a year-long commitment to the program. The policy also stated that they could not return for a second year as CAs. This was instituted since the position is so demanding that students tend to burn out after two semesters.

The underlying philosophy in developing the program was: (1) students will learn more if they are taught to assess themselves and seek employment through their own initiatives, (2) the processes of career development can be taught in terms of specific skills, (3) students can learn to apply their on-campus experiences to their career aspirations, (4) the skills of a liberal education are directly applicable to employment possibilities, and (5) college students should be reached as early as possible.

The CA program continues to operate 9 years later from the same philosophical base. Our experience with over 100 undergraduate peer counselors has been overwhelmingly positive and has supported our philosophy of program development and career development.

## SELECTION OF CAREER ASSISTANTS

We believe that selecting students who already have the qualities of good peer counselors is the most important aspect of running a successful program. Since the CA program presupposes a broad variety of sometimes mutually exclusive skills, we put a great deal of staff time and effort into selection. We begin selection in Spring for the following Fall. We look for upperclass students (rising juniors and seniors), who: (1) can relate well to people on an individual basis (warm, empathic, good listeners), (2) can speak before a group, (3) work well within a group, (4) work well with minimal supervision and little structure, (5) can self-initiate and self-motivate, (6) are highly organized, and (7) can maintain a grade point average of 2.7. Finally, we treat the CAs as responsible, committed, professionals, and expect them to behave as such in return.

In spite of this seemingly impossible set of criteria, we have a large pool of qualified applicants every year and typically have 30-40 students who complete the entire process. When the CA program began, selection was heavily weighted toward individual interviewing/counseling skills. Over the years, we found that we needed to give equal weight to the more assertive tasks of public speaking, organization, self-motivation, etc. This change in weighting has become particularly important as the program has become more structured.

CA selection is a performance-based evaluation. Essentially, they are asked to perform in some way, each of the tasks they would engage in as CAs. We advertise the selection process before Spring Break and require each candidate to fill out an application that includes biographical data, experience working with people and essay questions designed to elicit information on knowledge of the program and knowledge of self.

# Student Job Descriptions

# PROFESSIONAL ASSISTANT
# JOB DESCRIPTION

PURPOSE--TO MAXIMIZE THE POTENTIAL POSITIVE EFFECTS OF PEERS INTERACTING AND HELPING PEERS. TO PROVIDE A WIDE RANGE OF EDUCATIONAL AND DEVELOPMENTAL SERVICES TO STUDENTS. TO PROVIDE STUDENT ROLE MODELS FOR OTHER STUDENTS TO EMULATE IN REGARD TO SELF-RESPONSIBLE, SELF-DIRECTED BEHAVIOR.

NUMBER OF HOURS--10 HOURS PER WEEK (DURING ACADEMIC QUARTERS EXCEPT SUMMER).

SALARY--$3.50 PER HOUR.

HOURS OF WORK--FLEXIBLE ACCORDING TO YOUR SCHEDULE.

FOLLOWING IS A LIST OF POSSIBLE JOB RESPONSIBILITIES.

DISCOVER (COMPUTER BASED CAREER PLANNING AID).

CAREER LIBRARY (MAINTENANCE AND AID TO STUDENTS USING THE LIBRARY).

VOLUNTEER MACON (INTERVIEWING AND PLACING STUDENTS IN VOLUNTEER SETTINGS).

PART-TIME JOBS (CALLING POTENTIAL EMPLOYERS IN TOWN TO ASK ABOUT JOBS FOR STUDENTS, UPDATING THE JOB BOARD, ETC.).

CAMPUS RECRUITERS (HOSTING THE OUT-OF-TOWN AND IN-TOWN RECRUITERS WHO COME TO INTERVIEW STUDENTS FOR JOBS).

CONDUCTING WORKSHOPS FOR ISSUES RELATED TO CAREERS (RESUME WRITING, INTERVIEWING SKILLS, CAREER PLANNING).

CONDUCTING WORKSHOPS FOR ISSUES RELATED TO LIFE SKILLS (STRESS MANAGEMENT, ASSERTIVENESS, RELATIONSHIPS).

PEER COUNSELING

KEEPING THE CAREER LIBRARY (DISCOVER) AVAILABLE TO STUDENTS 5 O'CLOCK TO 8 O'CLOCK P.M. MONDAY, TUESDAY, WEDNESDAY, AND THURSDAY.

PUBLIC RELATIONS (SELLING THE PROFESSIONAL ASSISTANTS' SERVICES TO THE STUDENT BODY.

Mercer University

Office of Career Counseling
Hobart and William Smith Colleges

## CAREER ASSISTANT PROGRAM INFORMATION AND JOB DESCRIPTION

### I. Purpose

A. To help meet increased demands of students. Career Assistants will enable students to obtain more individual assistance in the career planning process.

B. To reach out to more students (many of whom the Career Counseling Staff would not normally reach), especially freshmen and sophomores. Career Assistants will help the Career Counseling Office reach a greater number of students in the residence halls and increase student contact in the office.

C. To increase campus awareness of career counseling programs, resources, etc.

D. To assist students with their career development by helping them identify their values, skills, abilities, interests, needs, goals, personality traits and explore various career opportunities based upon those characteristics.

E. To assess student needs. Information about student needs is critical to successful programming. Close contact with increased numbers of students will help assess what the focus of the career counseling program should be.

F. To help students who expressed an interest in a particular facet of career planning and/or placement, to be exposed to the operation in depth and to develop skills in their particular areas of interest. Hopefully, this will result in increased unique, innovative programming.

### II. Career Assistant Responsibilities

A. Peer Counseling

1. Contact/interview specified individuals or groups in order to (2 hours per week in residence hall plus during office hours):

   a. Help students identify their values, skills/abilities, interests, needs, goals, personality traits.

   b. Identify resources to explore career opportunities.

   c. Assist students in developing job-hunting strategies (critique resumes and cover letters, practice interviewing techniques, etc.)

   d. Discuss graduate school and employment opportunities.

   e. Advise students regarding internship/externship and summer job opportunities.

   f. Increase student awareness of career programs and services.

g. Encourage student participation in career development activities.

h. Refer students to appropriate career programs, career library resources, career services personnel or other faculty/staff when appropriate.

B. Outreach Programming

1. Conduct career planning discussion groups and workshops in residence halls in cooperation with Resident Advisors (2 per term).

2. Assist the Director and Assistant Director with career planning workshops and seminars.

3. Assist in publicizing and marketing career programs.

C. Office Hours

1. Schedule office hours and work in the Career Library (2 and 3 consecutive hours per week).

D. In-Service Training

1. Attend in-service training during the week prior to Fall Term.

2. Attend a one-hour per week Career Assistant training/supervision session at which a log of contacts and programs will be submitted.

3. Attend designated career planning workshops and seminars.

E. Special Project

1. Select at least one special project per term in consultation with the Director and/or Assistant Director. Plan, organize, implement and evaluate the project.

a. Possible projects:

*Develop a program around a special topic (i.e. "Dual Career Marriages," "Women, Marriage and Work," "Career Opportunities for Minorities," "Government Jobs," "Mystique of Wall Street," etc.).

*Develop a career program for a specific group (i.e. campus organization, fraternity, residents on a floor, peer counselors, departmental club, etc.).

*Research internship or summer job opportunities in a geographic or occupational area.

*Compile a study of occupations which alumni from all majors pursued.

F. Time Commitment

1. Two hours per week counseling individuals in residence halls.
2. One hour per week preparing/presenting workshops in residence halls.
3. Five hours per week office hours in Career Library.
4. Two hours per week working on special projects.
5. One/two hours per week (non-paid) to attend training session/workshop.

## III. Benefits

A. Career Assistants will receive minimum wage payment for ten hours of work per week.

B. Career Assistants will be evaluating their career development and goals and exploring new options as a result of their extensive exposure to career and educational information via career library resources, training sessions and career workshops and seminars.

C. As a result of their peer counselor role, Career Assistants develop highly marketable skills. They develop interpersonal communication, counseling, marketing, organizational, programming, public speaking, job search strategy (resume/cover letter writing, interviewing, research) and many other skills.

D. Career Assistants gain experience working with many types of people including students, office and campus professionals, employers and other peer counselors.

E. The training program will assist the Career Assistant with his/her personal career development and job search.

F. Career Assistants gain recognition as role models, leaders and distinguished members of the college community.

## IV. Application Process

| | |
|---|---|
| Monday, March 16: | Applications Available in Office of Career Counseling |
| Monday, March 30: | Completed Applications Due<br>Recommendations Due<br>Sign Up for Individual and Group Interview |
| Wednesday, April 1: | Group Interviews<br>6:00 - 7:45 p.m. in the Hosking Room<br>8:30 - 10:15 p.m. in the Hosking Room |
| Monday, April 6 - Friday, April 10: | Individual Interviews with Director, Beth Gottlieb, Assistant Director, Nancy Truesdell and Career Assistants |
| Monday, April 13: | Notification of Decision - 5:00 p.m. |
| Wednesday, April 22: | Acceptance/Rejection of Offer |

IF YOU HAVE QUESTIONS, PLEASE CONTACT THE OFFICE OF CAREER COUNSELING

LAFAYETTE COLLEGE

Career Planning and Placement

201 Hogg Hall

## COMMUNICATIONS INTERN I
(Editorial and Graphics)

DESCRIPTION: The Communications Intern I is responsible for the following:

1) Serves as editor of four office newsletters (freshman, sophomore, junior, senior) published on an on-going basis throughout the academic year.

2) Provides office publicity whenever it is needed to promote career programs, services, etc.

3) May be asked to assist with editorial and/or various office publications.

4) Some experience with writing and lay-outs strongly preferred, but not necessary.

QUALIFICATIONS: The student should be in good academic standing, creative, and possess strong interpersonal and communication skills.

ACADEMIC REQUIREMENTS: The individual must be able to devote ten hours per week toward the experience, including attendance at a one hour weekly seminar with other office interns. It is preferred that the individual maintain the intern position for two full semesters in order to provide continuity throughout the academic year.

MORE INFORMATION: Interested students may obtain an application from Career Planning and Placement and return it no later than Friday, April 10th. For additional information, contact, Marvin J. Roth, Director, Career Planning and Placement, 201 Hogg Hall.

Easton, Pennsylvania 18042 Telephone (215) 250-5115

LAFAYETTE COLLEGE

Career Planning and Placement

201 Hogg Hall

## COMMUNICATIONS INTERN II
(Video Productions)

DESCRIPTION: The Communications Intern II is responsible for the following:

1) Produces and supervises Video Career Resources (VCRs) which involves coordinating video-taped interviews with alumni.
2) Initiates other promotional videos to be used for career planning workshops, educational programs, and services.
3) Other video projects as assigned.
4) Expect to learn operation of audio and video equipment, although no previous experience is required.

QUALIFICATIONS: The student should be in good academic standing, creative, and possess strong interpersonal and communication skills.

ACADEMIC REQUIREMENTS: The individual must be able to devote ten hours per week toward the experience, including attendance at a one hour weekly seminar with other office interns. It is preferred that the individual maintain the intern position for two full semesters in order to provide continuity throughout the academic year.

MORE INFORMATION: Interested students may obtain an application from Career Planning and Placement and return it no later than Friday, April 10th. For additional information, contact, Marvin J. Roth, Director, Career Planning and Placement, 201 Hogg Hall.

Easton, Pennsylvania 18042 Telephone (215) 250-5115

HAMILTON
COLLEGE
*Clinton, New York 13323*

*The Maurice Horowitch Career Cen*
*315-859-4*

## CAREER CENTER INTERN
## Position Description

The Career Center Student Intern will share responsibility with the professional staff for the operation of the office and for the coordination and implementation of career planning and information programs.

During an initial three-day orientation period, interns will be trained in career advising, resume and cover letter construction, job search strategies and the use of career information resources. Training will also provide interns with an overview of the career decision-making and planning process and an introduction to career counseling skills. After this intensive orientation, interns will assist staff with informational meetings, workshops and special programs, and will participate in organizing training throughout the year. As their knowledge and skills develop, interns will gradually assume full responsibility for the implementation of Career Center workshops and programs, and will advise students on an individual basis during scheduled individual appointments.

The intern staff will meet together weekly for the purposes of program planning, supervision and additional training. In addition, each intern will meet once a week with a member of the professional staff to discuss on-going projects and concerns.

Specific intern duties will include:

(1) Implementing workshops in career exploration, resume and cover letter preparation and job search strategies.

(2) Running informational meetings about summer jobs, internships, and the Alumni Career Exploration Program.

(3) Assisting students in their career planning efforts through individual advising appointments. This will generally involve: helping students explore and clarify career interests, reviewing drafts of resumes and cover letters, and suggesting appropriate Career Center resources.

(4) Communicate with the Resident Assistants and representatives of campus organizations on a regular basis to provide information regarding Career Center resources, programs, and events. This would enable the Career Center to establish another channel for identifying and addressing student needs.

(5) Planning and coordinating special programs with office staff (i.e., January Internship Program, Alumni Career Exploration Program, annual careers conference, special seminars, etc.)

(6) Maintaining office files in assigned area on weekly basis.

(7) Spending 3-5 hours per week supervising office during week-night evenings.

(8) Researching an area(s) of occupational interest and writing brief "tip sheets" for inclusion in the Career Center library. These summaries would identify the necessary steps in explaining that occupational field, outline important elements to consider (salary, prospects for the future, description of entry level positions, required/suggested background for candidates, etc.), and identify resources for additional information.

(9) Collect and compile information for annual Destination Report and Survey on On-Campus Interview Participants. This entails telephoning recent graduates and current seniors along with recording information regarding the current employment status.

(10) Correspond with companies and organizations to update or gather information for the Career Center regarding available sumemr and/or postgraduate jobs/internsips.

Evaluation of interns will occur on a regular basis, through individual meetings with Career Center Staff and surveys distributed to workshop participants and students with whom interns have had individual appointments.

**Wartburg College**

222 9th ST. N.W.
P.O. Box 1003
Waverly, Iowa 50677
(319) 352-8200

## DESCRIPTION

1. A Peer Counselor (PC) interviews members of the freshmen and sophomore classes to:
    a. establish a rapport between students and the Career Development Center.
    b. gather information about students' goals, needs, aspirations.
    c. stimulate students' thinking about their own career development.
    d. serve as a resource-referral person to aid students in discovering career information.
2. Maintains confidential records of interviews.
3. Assists in the development and staffing of the Career Resources Library.
4. Assists the Director of the CDC with seminars, programs, and projects as needed.
5. Maintains records, performs clerical duties, makes posters and contributes to other promotion/advertising as needed.

## TRAINING

Must be willing to participate in a developmental training program including these minimal requirements:

1. Return to campus 2 days early in the Fall for PC orientation if requested.
2. Explore personal career/life goals through assigned exercises and readings.
3. Become knowledgeable of CDC services, materials in the Career Resource Library, and other campus resources.
4. Participate in weekly meetings with the CDC Director and PC Staff.
5. Develop interview skills via role playing.
6. Discuss interview situations.
7. Attend CDC workshops for students (often in the evenings).
8. Plan projects, publicity, etc.
9. Evaluate performance--individual and group.
10. Able to attend a Spring seminar for Peer Counselors (in April).

50 years of
Excellence
1937-1987
PEPPERDINE UNIVERSITY

## EVENTS COORDINATOR

Objective: To work with the professional staff in the planning and development of special events such as the Career Faire, Senior Clinic, Real World Seminars, etc. To assist the professional staff with career consultations by assuming a peer-consultant role as needed and appropriate.

Job Description:

1. Attend planning sessions as needed to keep abreast of events in all stages of their development.
2. Coordinate event dates with the master calendar of the University.
3. Coordinate planning activities, i.e. publicity, volunteers, room reservations, deadlines, etc. with other staff members and departments as necessary.
4. Select committee members to assist with planning and execution as needed.
5. Delegate responsibilities and supervise committee.
6. Assume leadership roles at the major functions as appropriate, i.e. student speaker, host/hostess, supervisor of student volunteers, etc.
7. Contact vendors and make arrangements for flowers, decorations, tables, etc.
8. Work with professional staff to arrange for guest speakers and participants for programs.
9. Serve as peer consultant as needed and/or available. (Must be willing to attend training seminars.)

D'Esta Love, Director
Career Development Center

1986

Malibu, California 90265 • Telephone 213/456-4000

50 years of Excellence
1937-1987
PEPPERDINE UNIVERSITY

## ALUMNI LIAISON

Objective: To assist the Career Development Center and Alumni Relations with all alumni-related programming and to help develop an alumni network. To assist the professional staff with career consultations by assuming a peer-consultant role as needed and appropriate.

Job Description:

1. Attend planning sessions as needed to plan alumni-related events such as Career Exploration Days.
2. Serve as co-ordinator of Career Exploration Days.
3. Determine student support needs necessary for each alumni-related project.
4. Solicit and supervise student workers and/or volunteers.
5. Communicate directly with Pepperdine alumni regarding career-related issues as appropriate and necessary.
6. Make recommendation for improvement in career-related programming.
7. Provide periodic status reports to the Director on the progress of each project as necessary.
8. Serve as peer consultant as needed and/or available. (Must be willing to attend training seminars.)

D'Esta Love, Director
Career Development Center

1986

Malibu, California 90265 • Telephone 213/456-4000

Whitman College
Walla Walla, Washington 99362

*Career Center*
*(509) 527-5183*

## *PARAPROFESSIONAL STAFF JOB DESCRIPTIONS*

### **********WORKSHOP COMMITTEE COORDINATOR**********

*Goal*: To teach students how to present themselves effectively in oral and written form to potential employers and how to conduct a successful job search.

*Job Description*:

A) Committee Management:

1. Interview, select, and extensively train committee members
2. Conduct weekly committee/training meeting
3. Establish and maintain budget
4. Maintain complete records on all aspects of program.

B) Committee Tasks:

1. Work with professional staff to create and implement new workshops
2. Develop handouts/booklets to supplement workshops
3. Teach skill related career workshops on a weekly basis
4. Schedule and assign teachers and rooms for all workshops on a monthly basis
5. Send out weekly reminders to students signed up for workshops and videotape mock interviews
6. Keep statistical records of workshop attendance
7. Give current workshop schedule to Communications Coordinator.

C) Paraprofessional Staff:

1. Attend weekly paraprofessional staff/training meeting
2. Attend weekly supervisory meeting with professional staff member
3. Establish regular office hours 4-6 hours per week
4. Complete special projects as assigned
5. Participate in formal and informal campus, conference, and consulting presentations
6. Interview, select, and train the succeeding Workshop Coordinator.

D) Student Futures:

1. Communicate monthly with the Student Futures Alumni Workshop Committees
2. Provide all necessary training and materials to Alumni Workshop Committee members
3. Participate in all training and social events for alumni volunteers.

## **********RECRUITMENT COMMITTEE COORDINATOR**********

*Goal*: To provide opportunities for students to make contacts with company/organization recruiters and/or graduate school representatives for potential employment and further study. To educate the business community as to the quality of Whitman graduates as excellent job applicants.

*Job Description*:

A) Committee Management:

1. Interview, select, and extensively train committee members
2. Conduct weekly committee/training meetings
3. Establish and maintain budget
4. Maintain complete records on all aspects of program.

B) Committee Tasks:

1. Increase the quality and number of recruiters and graduate school representatives that visit campus by visiting, calling, and writing them
2. Handle all arrangements for on-campus recruiter visits including travel accommodations, luncheon invitations and reservations, interview schedules, etc.
3. Insure student preparation by systematizing interviewing procedures and setting requirements for student participation
4. Collect and maintain written and taped materials regarding various companies/organizations and employment possibilities
5. Market program to Whitman community and outside constituents (e.g. newsletters, special meetings, Recruiting Brochure, etc.)

C) Paraprofessional Staff:

1. Attend weekly paraprofessional staff/training meeting
2. Attend weekly supervisory meeting with professional staff member
3. Establish regular office hours 6-8 hours per week
4. Complete special projects as assigned
5. Participate in formal and informal campus, conference, and consulting presentations
6. Interview, select, and train the succeeding Recruitment Coordinator.

D) Student Futures:

1. Communicate monthly with the Student Futures Alumni Recruitment Committees
2. Provide all necessary training and materials for Alumni Recruitment Committee members
3. Participate in all training and social events for Student Futures Alumni volunteers.

# Recruitment and Selection Materials

GEORGETOWN UNIVERSITY

Career Center

April 6, 1986

John Martin
P. O. Box 2057
Darnall

Dear Mr. Martin:

You have been nominated for the position of Peer Counselor for the Career Center. We rely on our volunteer peer counselors to help us inform students about the services offered by the Center (see enclosed brochure) and to aid students in the career planning process.

Enclosed you will find information outlining the goals and application procedures of the program and the responsibilities, qualifications, and time commitment for peer counselors.

If you would like to apply for this position, please complete the application form and return it in person to 3rd floor Maguire, or by mail to my attention, Career Center, P.O. Box 967 Hoya Station, Washington, D.C. 20057.

If you have any further questions, please contact me at 625-4071. The deadline for applications is Wednesday, April 16, 1986.

Thank you.

Sincerely,

Renee Herrell Everingham
Associate Director

PO Box 967 Hoya Station Washington DC 20057
202-625-4071

UNIVERSITY OF MISSOURI-COLUMBIA

Career Planning and Placement Center
110 Noyes Building
Columbia, Missouri 65211

Telephone

## Selection Schedule

## 1987-1988 Career Specialists Positions

**Applications:** Will be available between Wednesday, January 19th to Friday, February 6th at the information desk at the CPPC in Room 110 Noyes.

**Application Deadline:** 5:00 p.m., Friday, February 6th. Bring the completed forms to the CPPC information desk in 110 Noyes. Letters of recommendation must also be received by this date.

**Informational Meetings:** You must attend one of the following informational meetings which will be held from 4:00-4:45 p.m., February 3rd, 4th, and 5th in the CPPC. If your classes or work schedule conflicts with all three of these times, call Elen or Cyndi at 882-6801 before February 3rd.

**1st Round Interviews:** You will sign up for a 1st round interview when you turn in your completed application. 1st round interviews will be held between Monday, February 16th and Wednesday, February 18th.

**2nd Round Interviews:** You will be contacted by phone regarding selection and scheduling for 2nd round interviews. 2nd round interviews will be held between Monday, February 23rd and Friday, February 27th. Note: Financial Aid applications are due prior to your 2nd round interview. Although the career specialist positions are not based upon financial need, we encourage career specialist applicants to complete the financial aid application in case this source of funding is available.

**Final Selection:** You will be notified by mail by Monday, March 2nd.

**Orientation:** Newly selected career specialists will participate in an orientation program designed to better acquaint you with the CPPC and its many services. This training will consist of up to 20 hours of structured training after spring break. More intensive training will be given in the 1st half of the fall 1987 semester.

an equal opportunity institution

UNIVERSITY OF MISSOURI-COLUMBIA

1987-1988
CAREER SPECIALIST POSITION APPLICATION

Deadline for return of completed application: 5 pm, Fri, Feb. 6th. Deadline for return of letters of recommendation: Fri, Feb. 6th.

Please type or print clearly!

Name ____________________ Student I.D # ____________
School Address ____________ Phone ____________
Permanent Address ____________________
Number of Completed College Hours ______ Age(optional) ______
Academic Standing ____________________
Academic Division ____________ Major ____________
Fall of '87 Courseload ____ hrs. Winter of '88 Courseload ___ hrs
Minority __ Yes __ No(Optional) Semesters Completed at UMC ______
Cumulative GPA ______ Social Security Number ____________

What are the best times to contact you? ____________

How did you find out about this position? (Please be specific and name the person who told you, the radio station, the flyer,etc.) ____________

You will be expected to work an average of 10 hours per week; however, due to the nature of the job, some weeks may require up to 15 hours and others only 8 hours or less. Will you be holding any other job(s) during the school year If yes, describe (include # of hours per week) ____________

Will you be away from the MC campus for any extended period of time during the school year, other than regularly scheduled vacations (i.e. student teaching, work co-op, personal vacation, athletic events, etc.)? ____________

State general health status ____________

Are you willing to work in a smoke-free environment? ______

## EMPLOYMENT HISTORY

List most recent experience first:

| Employer | Dates | Job Title | Job Responsibilities |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

(If you need additional room, please attach separate sheet.)

Please tell us why you want to become a CPPC staff member and what you anticipate gaining from this position. ______

(If you need additional room, please attach separate sheet.)

With which organizations and/or extracurricular activities have you had significant involvement? (high school, college, other). Highlight any leadership positions you have held and any awards or honors earned. ______

In which organizations and/or extracurricular activities do you plan to participate next year ? (Please include number of hours per week.) ______

What are your current career plans? ______

Have you had any experiences (work, volunteer, hobbies, etc.) which may be relevant to working with people or this job If so, please describe.

Briefly describe the kind of person you are. You may choose to write a short paragraph or simply list key words which describe you. Feel free to be creative! ______

Is there anything else we should know about you that might help us in making our selection? ______

The CPPC is looking for people with a variety of skills and interests to staff our drop-in center. Refer to the job description page for an explanation of the duties involved. Then, complete the interests and skills checklist attached to this application. THANK YOU.

Signature ______ Date ______

Return this application, including the attached checklist, to the CPPC, 110 Noyes Building before 500 p.m. on Friday, February 6, 1987.

Deadline Arrival in Noyes Building by 5 p.m., Fri. Feb. 6th

RECOMMENDATION FOR STUDENT CAREER SPECIALIST
UNIVERSITY OF MISSOURI
CAREER PLANNING AND PLACEMENT CENTER

Name of Reference______________________________________________
(person writing recommendation)

You have been listed as a reference by________________________
Name of applicant:____________________________________________
Major:________________________________________________________

The applicant has chosen to make this statement:

____Confidential ____Non-confidential

---

The career specialist position for which this student is applying involves providing career planning and placement assistance to other students, i.e., helping students identify career alternatives, locating appropriate career information, assisting with workshops and seminars, and teaching basic career exploratory and job-seeking skills.

How long have you know this applicant?________________________
In what capacity?_____________________________________________

Please complete the following checklist with the above duties in mind.

1 = poor; 2 = Below Average; 3 = Average; 4 = Above Average; or 5 = Outstanding (Please use an "X" if you do not have sufficient information on which to judge.)

____ADAPTABILITY (adjusts to new or changing situations)
____COMMUNICATION SKILLS (speaks and listens well)
____DEPENDABILITY (consistently accomplishes desired actions with minimum supervision)
____EMOTIONAL STABILITY (well balanced; maturity of behavior)
____INITIATIVE takes necessary and appropriate action on his/her own
____INTEGRITY adheres to principles of honesty and moral courage
____JUDGMENT (thinks logically and makes practical decisions)
____LEADERSHIP (commands confidence and respect)
____WRITTEN EXPRESSION (writes clearly and concisely
____SOCIABILITY (participates freely and easily)
____TACT (is courteous, thoughtful, considerate of others
____PUNCTUALITY

How successful do you feel this person would be if selected as a student career specialist? (circle one)

| | | | |
|---|---|---|---|
| Overwhelmingly Successful | Very Successful | Adequately Successful | Unsuccessful |

Additional comments or explanations ______________________

______________________________________________

______________________________________________

______________________________________________

Signature ____________________ Date ____________________

Institution or firm ____________________ Address ____________________

City, state ____________________ Phone # ____________________

Please mark "confidential" on envelope and return directly to

Career Specialist Selection
110 Noyes Building/CPPC
UMC
Columbia, MO 65211

# INTERVIEW QUESTIONS FOR PARAPROFESSIONALS

1. What do you know about Career Center services?
2. What types of activities are you involved in and how would you describe your course load? How are you able to organize your time with this schedule?
3. What have you liked/disliked about other jobs you have had?
4. Describe two things you've accomplished in the past. Why do you feel good about them?
5. What types of experiences have you had working with groups? What type of role do you typically play in a group?
6. Have you had the opportunity to do presentations to groups of people, and how would you evaluate them?
7. Have you ever been involved in coordinating a program? What role did you play in its organization?
8. What are your career aspirations?
9. What type of environment do you work best in?
10. Describe any experiences you have had in dealing with people who have different life styles/values than yours?
11. What are your strengths and weaknesses?
12. How would a friend describe you?
13. As you think about this position, what parts of it really excite you? Do you have any concerns about the responsibilities of this position?
14. Do you have any ideas for reaching students?
15. How would you describe your involvement in your major department?
16. Do you have any special skills?
17. What do you expect to gain from this position?
18. Let's suppose a student comes to you for advice. She is a Sophomore and has yet to decide on a major. What would be some of the strategies you might use in helping her?
19. Why should we hire you?
20. Do you have anything to add? Any questions of us?

Adapted from materials by University of Rhode Island and
Western Oregon State College

cdc Career Development Center
Union College
Schenectady, NY 12308

# CAREER ASSISTANT APPLICATION

Due April 15 - Return to Career Development Center

If you are selected as a Career Assistant, you are committing yourself to a minimum of ten hours of work per week as a Career Development Center paraprofessional during the 1987-88 school year. Before Fall term 1987 begins, new Career Assistants must participate in a two-day training program. Financial remuneration is based on the Union College work study student pay scale.

Two recommendations from faculty, staff or past employers are due by Friday, April 24. Choose persons qualified to give an evaluation of your character, ability and accomplishments. Use attached reference forms.

Today's Date ____________

Name ____________ Class of ________

Campus Box # ____________ Major ____________

Campus Phone # ____________ Current Grade point Average ____________

Other Union College Activities/Organizations and Offices Held ____________

High School Activities ____________

Work Experience ____________

Career field(s) you are considering ____________

How have you explored these careers so far? ____________

What other commitments, if any, will you have next year? (e.g. another part-time job, your thesis, extracurricular responsibilities) ____________

(over)

*Please answer all four questions listed below. Submit your answers on a separate sheet. Please number them, make them short and legible, and do not exceed a two page limit in total. We have created this written interview to ascertain your interests and abilities.*

1. *(a) What do you feel is the most important purpose of a Career Assistant and why? (b) Why do you want to be a Career Assistant?*

2. *What four (4) qualities/personal traits (e.g., ability to present ideas and information to groups) do you possess that would make you a good Career Assistant? Describe any jobs or experiences related to these skills.*

3. *This position requires an ability to work with different campus constituencies (current students, faculty, alumni). Indicate experiences where you have demonstrated this ability.*

4. *What college activities (including athletics) are you most involved in and why are they important to you?*

*Return this completed application to the Career Development Center by Wednesday, April 15. When you return this application, please sign up for a group interview and an individual meeting with a current Career Assistant.*

Please return this form by Friday, April 24 to:

Career Development Center
Union College
Schenectady, New York 12308

## LETTER OF RECOMMENDATION FOR CAREER ASSISTANT

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What Is a Career Assistant?

### PURPOSE:

Outreach - To increase student awareness of the Center's resources and programs.
Liaison - To provide more input on student needs in career planning and placement; to serve as a resource on career information to academic departments.

### RESPONSIBILITIES INCLUDE:

- Develop an understanding of career planning process
- Conduct outreach programs for clubs and residence halls (including workshops, information sessions)
- Speak with students and faculty to develop new programs

### SKILLS REQUIRED:

- Strong leadership abilities and interpersonal skills
- Strong communication and group facilitation skills
- Ability to work with diverse groups of people including peers, faculty and alumni/ae

---

Name of Student ______________________ Today's Date ______________

Capacity in which you know student (include dates) ______________________

______________________________________________

Comments:

Recommend _____ Do not Recommend _____

Signature ______________________

Name (Please Print) ______________________

Department or Organization ______________________

______________________

Counseling & Placement Center
Dickinson College
Materials for Selection of Career Assistants
Spring, 1986

## TRUSTWORTHINESS OF OCCUPATIONS WORKSHEET

Instructions: In 1971, a study was conducted at the University of Connecticut concerning attitudes toward the trustworthiness of twenty occupations. About 400 persons rated the various occupations according to the following instructions: "In their dealings with the public, can members of this occupation usually be counted on to tell the truth to the best of their knowledge, regardless of the reason? If you think they may deliberately lie or twist or distort the truth, it is not important for this rating what their reasons are." In spite of differences in age, occupations, sex, education, and locale of the raters, the respondents were remarkably similar in their assessments of the trustworthiness of the various occupations.

Listed below are 15 occupations included in this study. Your task is to rank these 15 occupations in the same order of trustworthiness as the sample of 400 persons did. Place the number 1 by the occupation you think was ranked as the most trusted, place the number 2 by the second most trusted occupation, and so on through the number 15, which is your estimate of the least trusted of the fifteen occupations.

______executive of large corporations

______college professors

______U.S. Army generals

______clergymen

______used car salesmen

______physicians

______labor union officials

______lawyers

_____auto repairmen

_____law enforcement officials

_____judges

_____politicians

_____TV repairmen

_____psychologists

_____TV news reporters

## CAREER ASSISTANT ROLE PLAY EXERCISE

## EXPLANATION OF EVALUATION CRITERIA

This role play exercise is used as part of the CA training to evaluate each candidate according to the following criteria. Each criterion is explained briefly below. As you evaluate each student, please refer to this sheet.

1. Listening (Non-verbal) - Does the applicant use appropriate facial expressions, gestures, non-verbal cues, etc.? Does the applicant look interested in the other person? Is (s)he attentive? Use silence effectively?

2. Responding (Verbal) - Are the applicant's verbal responses accurate and appropriate? Does applicant use open-ended questions, clarification statements and paraphrases? Does candidate identify feelings? If applicant gives advice, is it appropriate or dogmatic (i.e. I think you should do it this way.) If applicant gives personal example, is it appropriate? Does applicant interrupt other person?

3. Questioning - Are applicant's questions open-ended, purposeful? Are they appropriate? Do they open up new areas of conversation? Provide more information?

4. Empathy (Understanding) - Does candidate build up a rapport with person? Does (s)he provide a warm non-judgmental atmosphere? Does individual seem comfortable confiding in candidate? Does candidate appear to understand real problem? Uncover hidden problems?

# PUBLIC SPEAKING EXERCISE

SPEAK FOR TWO MINUTES ON ONE OF THESE THEMES:

One of my most prominent personal skills is...

Something almost nobody knows about me is....

I wish I could change one thing about this college because if I could, I would....

A person should choose a college major based upon...

My parents and I don't agree about ______________, but believe I am right because.....

My idea of "success" is different from that of others. To me, success is....

# CA CANDIDATE SCRIPTS

1. Freshman

I don't need to talk to a CA. I already know what I'm going to do with my life. I want to be a lawyer and will go to law school after graduating. You can't help me. Don't waste my time or yours with this interview. I've always wanted to be a lawyer. That's the only profession for me. I'd better get in law school. I'm an "A" student you know......

2. Freshman

Am I glad you stopped by. So you're the CA? Well, tell me what I should do with my life. I need to take some kind of "special interest test". Could you arrange that as soon as possible. I just came to college because it seemed like the best thing to do. You've gotta tell me what I should major in to get the best job. What profession makes the most money? Tell me! Tell me! Tell me! Tell me! You are my CA aren't you? I'm paying $8000 for this service?

3. Freshman

My parents want me to be a Doctor but can't even stand the sight of blood. They say I should take biology right away but I'm not good in biology. I don't want to disappoint them. I'm the oldest and first in my family to go to college. They are depending on me to do good. They'll disown me if I'm not a Doctor. They told all our friends that I was going off to Dickinson to be a Doctor. But I don't want to be a Doctor!

4. Senior

I don't want to explore my skills or do any self assessment. I just want to know where the jobs are. This school owes me something after paying $7000.00 a year. Give me a list of potential places I can apply to. That's all you can do for me. This Placement Office stinks. Let me talk to the director of the placement office. You're only a student yourself. What do you know?

5. Sophomore

I can't decide if I should major in geology or English.. I'm so confused. I can't decide what will get me the better job. I don't like anything else. I was thinking about going abroad but I may not get enough courses to get a major in geology or English if I go. What should I do?

6. Senior

I get so up tight and nervous during an interview. I think I blew another job. I don't have anything to offer really. Graduating from a liberal arts college you don't have any skills. People aren't going to hire me. I wasted my time going here. I knew I should have gone someplace else.

7. Junior

I'm afraid of what next year will be like. I've always hated to take risks. Suppose I don't get into medical school. My whole life is based on being a Doctor. My senior year will be crucial. I'll have to make all A's to be competitive. How am I supposed to do that?

8. Junior

I'm interested in so many different things. I can't imagine settling down to one particular job. I just declared my major this semester. I kept asking for more time from my advisor since I couldn't decide. I'm interested in everything. I can adjust in any environment. I have too many interests!!

9. Senior

Help!! I'm a second semester senior and I'm frightened. I don't know what I'm going to be doing next year. All my friends seem to know. They have jobs lined up or grad school. I feel so stupid. I don't know where to start!

10. Freshman

I'll never get heads or tails out of this career exploration stuff. Just get to the point. Tell me what I should do my four years to be ahead.

HOBART & WILLIAM SMITH COLLEGES

Office of Career Counseling

## Career Assistant Applicant Interview Evaluation

Name of Applicant ______________________________ Interviewer ______________________________

Instructions: Please make an honest judgement of the qualities this applicant possesses for effective work as a Career Assistant. Your comments in each category covered in the interview are needed. Next, rate the applicant on a scale of 5 (highest) to 1 (lowest) in each of the categories covered. Please substantiate your ratings in the spaces provided for comments.

1. General attitude; personal mannerisms; ease of handling self; self confidence: ______

2. General personality characteristics: (sincerity, initiative, enthusiasm, sensitivity to others, apparent relations with others, openness, approachability, defensiveness, frankness, potential, maturity) ______

3. Ability to communicate and articulate ideas; facility in discussing concepts: ______

4. Interests; abilities; personal contributions toward helping students: ______

5. Perception of the Career Assistant position and knowledge of job expectations: ______

6. Ability to relate to members of same sex and opposite sex: ______

7. Ability to take the initiative in making contacts with students and faculty: ______

8. How does the applicant rank his/her priorities, i.e., academic program, extra-curricular activities, social activities, Career Assistant responsibilities? Any Apparent time conflicts? ______

(over)

SUMMARY:

Please summarize your evaluation of the candidate. Would you want this person to be your Career Assistant?

On a scale of 1 to 5 (1 being lowest; 5 being hishest) I would give this candidate an overall rating of (circle one):

1 2 3 4 5

ROUND OUT YOUR ITHACA COLLEGE EXPERIENCE!
1986-87 P.C.C.s

Become a

# PEER CAREER COUNSELOR

## 1987-88

•HELP OTHER STUDENTS •GAIN PRICELESS EXPERIENCE •DEVELOP HIGHLY MARKETABLE SKILLS

## Apply Now!

Applications Available at:

**Office of Career Planning and Placement**

1st Floor Gannett Center

DEADLINE: FEBRUARY 13, 1987

# PCCs

## Paraprofessional Career Consultants

### *Unity Through Diversity*

- **Working closely with other energetic students from various backgrounds**
- **Refining leadership, communication and interpersonal skills**
- **Developing meaningful academic and career goals and helping others do so**
- **Planning and coordinating career-related programs, publications and other practicum projects**
- **Earning 3-5 credit hours (Ed Psych 199) for two semesters of academic and practical training**
- **Laughing, learning and growing together**

The Paraprofessional Career Consultants (PCC) program is an undergraduate peer advisor program sponsored by the Career Development and Placement Center.

Application forms and additional information on the PCC program are available at the Career Development and Placement Center, 310 Fred H. Turner Student Services Building, 333-0820.

**Applications Accepted through April 8, 1987**

University of Illinois
at Urbana-Champaign

**Career Development
and Placement Center**

F. H. Turner
Student Services Building
610 East John Street
Champaign
Illinois 61820

217 333-0820

March, 1987

Dear PCC Applicant:

Thank you for your interest in the 1987-88 Paraprofessional Career Consultants (PCC) program sponsored by the Career Development and Placement Center.

The following information on the program and the application/selection process will be of interest to you:

1. The PCC program seeks energetic, creative and concerned undergraduates from all academic disciplines who are willing to devote their time to assisting their peers with academic and career-related issues.

2. Please print or type all information requested on the application

3. Two letters of recommendation are required. Please see Page 4 of the application for additional details.

4. INFORMATION MEETINGS ON THE PARAPROFESSIONAL CAREER CONSULTANTS PROGRAM WILL BE HELD AT THE FOLLOWING TIMES:

   Wednesday, April 1, 1987, 7:00 p.m., 215 Gregory Hall
   Thursday, April 2, 1987, 7:00 p.m., 215 Gregory Hall

   See UIUC Official Notices in the *Daily Illini* for further details.

5. Return your completed application and two letters of recommendation to Bill Kenzler, Career Development and Placement Center, 310 Student Services Building by 4:00 p.m. on Wednesday, April 8, 1987. (NOTE: FOR INTERVIEW SCHEDULING IT IS TO YOUR ADVANTAGE TO RETURN ALL APPLICATION MATERIALS AS SOON AS POSSIBLE.)

6. During First Semester, 1987-88 students selected for the PCC program will participate in a training class (Educational Psychology 199) that will meet each Wednesday, 3:00 p.m. to 5:00 p.m.

7. For additional information on application procedures, selection criteria, course content and academic credit, contact Nida McPolin (344-3506), Pete Moutvic (344-7113), Anne Rago (337-5225), Ann Spillane (384-0650), other current PCCs, or Bill Kenzler, Assistant Director, Career Development and Placement Center (333-0820).

Thank you for applying for the 1987-88 Paraprofessional Career Consultants program and good luck!

# PARAPROFESSIONAL CAREER CONSULTANTS PROGRAM
# APPLICATION
1987-88
(PLEASE PRINT OR TYPE)

Name ______________________________ Soc. Sec. # __________

Current Address ______________________________

Phone Number ______________________________

Current Class Standing (Circle One): FR SOPH JR SR

Will you be on campus for the next academic year? __________

College ______________ Major ______________

Date of Graduation ______________ Grade Point Average __________

Extracurricular Activities ______________________________

______________________________

______________________________

______________________________

______________________________

PLEASE RESPOND TO ITEMS 1 THROUGH 6 IN THE SPACE PROVIDED:

1. How did you hear about the Paraprofessional Career Consultants program?

   _____ Flyer/Poster
   _____ Daily Illini
   _____ PCC
   _____ CD&PC Staff
   _____ RA/RD/AC
   _____ Class Announcement
   _____ Academic Advisor/ Faculty
   _____ Other (please specify) ______________

2. What interests you about becoming a Paraprofessional Career Consultant?

(CONTINUED, NEXT PAGE)

3. What special skills/abilities could you, as an individual, contribute to this program?

4. What do you feel is your greatest accomplishment in terms of your own career planning?

(OVER, PLEASE)

5. Briefly describe an incident in your college experience where you feel you helped an individual or group resolve a dilemma/conflict.

6. Two letters of recommendation must be submitted by the deadline, e.g., Resident Advisor, Resident Director, Area Coordinator, Academic Advisor, Faculty/Staff Member, Paraprofessional Career Consultant, etc. The letters should include evaluations of your communication skills, leadership ability, and potential as a PCC. Please limit each letter to one page, if possible. Include the name, address and telephone number of your two references below:

A. Name __________________________________________

Address ________________________________________

Telephone ______________________________________

B. Name __________________________________________

Address ________________________________________

Telephone ______________________________________

University of Illinois
at Urbana-Champaign

**Career Development**
**and Placement Center**

F. H. Turner
Student Services Building
610 East John Street
Champaign
Illinois 61820

217 333-0820

March, 1987

Dear Colleague:

When you have a creative and concerned student who possesses leadership potential and strong interpersonal skills, that student stands out. We are recruiting outstanding students for the 1987-88 Paraprofessional Career Consultants (PCC) class, and we seek your assistance.

PCCs are students from all academic disciplines who are chosen to participate in a unique peer advising program. PCCs serve as undergraduate interns and assist the Career Development and Placement Center with a variety of career-related programming and outreach activities. The program encourages individual student growth, small group interaction and academic diversity.

Students selected for the program participate in two semesters of training that emphasize skill development and the sharing of career-related information:

> First Semester -- Students enroll in the prepracticum training course (Educational Psychology 199, Section B) and receive two hours of credit. The class emphasizes paraprofessional counseling techniques, career development theories, career resource materials and job search strategies.
>
> Second Semester -- Students serve other students through practicum projects that develop leadership, communication and interpersonal competencies. PCCs receive one to three credit hours based upon individualized learning contracts.

The PCC program depends upon your referral of strong freshman, sophomore and junior candidates to maintain the quality of this campuswide activity. Please assist us by posting or distributing the enclosed materials and announcing the program in student meetings and classes.

Application forms and additional information are available at the Career Development and Placement Center, 310 Fred H. Turner Student Services Building. The deadline for returning applications and two letters of recommendation is 4:00 p.m. on April 8, 1987.

If we may answer questions or provide additional information on the Paraprofessional Career Consultants program, please call us at 333-0820 or contact one of the current PCCs listed on the other side of this letter. Thank you for your cooperation and assistance.

Sincerely,

Anne E Rago
Anne Rago
Coordinator

Nida McPolin
Nida McPolin
Coordinator

Peter Moutvic
Coordinator

Ann Spillane
Coordinator

Bill Kenzler
Assistant Director

AR/NM/PM/AS/BK:mc
Enclosures

## PARAPROFESSIONAL CAREER CONSULTANTS
## 1987-88

| | | |
|---|---|---|
| Carlos Bermudez | 384-4428 | LAS - Physics/Economics |
| Jeff Blanchard | 337-4651 | LAS - Biology |
| Pamella Der | 332-4491 | LAS - Asian Studies |
| Sean Ford | 328-5887 | CBA - Business Administration |
| Ann Fraser | 384-4753 | LAS - Speech Communication |
| John Gambla | 351-2985 | LAS - Genetics |
| Jack Gierat | 384-1929 | LAS - English |
| Adria Goodson | 332-3517 | LAS - General |
| Lisa Gottesmann | 328-6244 | LAS - Psychology/Pre-Occ. Ther. |
| Peter Grahn | 359-5020 | LAS - Economics |
| Jason Gray | 351-0904 | LAS - Speech Communication |
| Pamela Greer | 332-1208 | LAS - Pre-Journalism/Psychology |
| Suzy Hasen | 367-6659 | LAS - Political Science/Spanish |
| Melissa Held | 359-0143 | LAS - Psychology |
| Jodi Heller | 344-7477 | LAS - Economics |
| Latasha Johnson | 328-1955 | LAS - Political Science/Pre-Law |
| Timothy Kenny | 344-6468 | LAS - General |
| Suzanne Kircos | 344-8179 | LAS - Speech Communication |
| Lisa Kizer | 328-3038 | COMM - Advertising |
| Kristin Lindholm | 344-0671 | LAS - Speech Communication |
| Therese Lyons | 344-1237 | LAS - Political Science |
| James Maher | 332-4282 | CBA - Marketing |
| Brian McDermott | 344-1268 | ALS - Therapeutic Recreation |
| Carol McNutt | 332-0065 | CBA - Accountancy |
| Nida McPolin | 344-3506 | LAS - Economics |
| Jenny Miller | 367-1085 | LAS - Speech Communication |
| Peter Moutvic | 367-7605 | CBA - Finance |
| Johnny Moy | 332-4134 | LAS - Bioengineering |
| Kimberly Neely | 398-1105 | CBA - Marketing |
| Heather Nickels | 344-9711 | CBA - Finance |
| Lisa Ori | 332-3238 | LAS - Speech Communication |
| Darrin Podeschi | 344-3540 | LAS - Psychology |
| Anne Rago | 337-5225 | COMM - Advertising |
| Casperi Richardson | 351-6991 | CBA - Undecided |
| Christine Rothrock | 337-6430 | LAS - Finance |
| Darcy Rutherford | 328-2147 | CBA - Marketing |
| Diana Scott | 344-0671 | ED - Elementary Education |
| Colleen Shanahan | 344-4755 | LAS - Speech Communication |
| Ann Spillane | 384-0650 | LAS - Political Science |
| Adam West | 328-3066 | CBA - Finance |
| Derrick Williams | 356-0971 | LAS - Mathematics |

## CENTER FOR CAREER DEVELOPMENT AND FIELD WORK

## CAREER DEVELOPMENT INTERN EVALUATION

**Name**____________________________ Date____________________________
(last) (first) (month) (day) (year)

**P** - Poor NI - Needs improvement S - Satisfactory MS - More than satisfactory
**E** - Excellent NA - Not applicable

### PERSONAL CHARACTERISTICS

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1.** | Approachability | P | NI | S | MS | E | NA |
| **2.** | Commitment to the position | P | NI | S | MS | E | NA |
| **3.** | Confidentiality | P | NI | S | MS | E | NA |
| **4.** | Ability to budget time | P | NI | S | MS | E | NA |
| **5.** | Willingness to take initiative | P | NI | S | MS | E | NA |
| **6.** | Willingness to follow through | P | NI | S | MS | E | NA |
| **7.** | Ability to accept constructive criticism | P | NI | S | MS | E | NA |
| **8.** | Sense of humor | P | NI | S | MS | E | NA |

### RESPONSIBILITIES TO STUDENTS

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **9.** | Alertness to student needs and problem situations | P | NI | S | MS | E | NA |
| **10.** | Encouraging, designing and implementing educational experiences | P | NI | S | MS | E | NA |
| **11.** | Knowledge of college resources | P | NI | S | MS | E | NA |
| **12.** | Knowledge and ability to use resources in career library and the Center | P | NI | S | MS | E | NA |
| **13.** | Knowledge of career development philosophy and ability to articulate to students | P | NI | S | MS | E | NA |
| **14.** | Assertiveness in outreach to students through tours of the Center | P | NI | S | MS | E | NA |
| **15.** | Creativity in discovering new library resources, employment and internship possibilities | P | NI | S | MS | E | NA |
| **16.** | Willingness and ability to contribute written material for publication | P | NI | S | MS | E | NA |

*Source - Modified from a Resident Assistant Evaluation -
Department of Residential Life,
Heidelberg College
Tiffin, Ohio 44883

## RESPONSIBILITIES TO STAFF

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 17. | Clearing absences with supervisor | P | NI | S | MS | E | NA |
| 18. | Attendance at staff meetings | P | NI | S | MS | E | NA |
| 19. | Punctuality and thoroughness of weekly reports | P | NI | S | MS | E | NA |
| 20. | Diligence in meeting weekly with supervisor | P | NI | S | MS | E | NA |
| 21. | Contributions to and participation in staff meetings | P | NI | S | MS | E | NA |
| 22. | Relationship with other staff members | P | NI | S | MS | E | NA |
| 23. | Open, honest and timely feedback to staff | P | NI | S | MS | E | NA |

## TOTAL PERFORMANCE

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 24. | Job performance considering the total responsibilities of the position | P | NI | S | MS | E | NA |

## ADDITIONAL COMMENTS:

EVALUATING SUPERVISOR ______________________________ ______________________________
(signature) (position)

EVALUATED STAFF MEMBER ______________________________
(signature)

# GROUP DECISION MAKING
# EVALUATION FORM

Candidate's
Name__________________Evaluator______________________________

| | Excellent | | | | Poor | |
|---|---|---|---|---|---|---|
| Overall group decision making ability<br>Comments: | 1 | 2 | 3 | 4 | 5 | N\A |
| Creativity<br>Comments: | 1 | 2 | 3 | 4 | 5 | N\A |
| Level of enthusiasm/participation<br>Comments: | 1 | 2 | 3 | 4 | 5 | N\A |
| Ability to listen to others<br>Comments: | 1 | 2 | 3 | 4 | 5 | N\A |
| Ability to give feedback<br>Comments: | 1 | 2 | 3 | 4 | 5 | N\A |
| Ability to articulate ideas<br>Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| Quality of leadership<br>Comments: | 1 | 2 | 3 | 4 | 5 | N\A |

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| | | | | | | |
|---|---|---|---|---|---|---|
| Quality of group<br>Comments: | 1 | 2 | 3 | 4 | 5 | N\A |

General Comments:

Exercise #1

## GROUP DECISION-MAKING

The Career Resource Center is an important tool for students making career decisions. Much of the information upon which students base their choices comes from the shelves and boxes of this room. Keeping it updated and ensuring that its holdings meet the needs of the students is a difficult job. The primary question in updating resources remains how do we know in which career students are or should be considering?

The assignment for your group is to:

1.) Make a list of possible ways of assessing the needs of students for career literature.

2.) Choose one option for needs assessment and consider the advantages and disadvantages of the method.

3.) Considering the following types of resources which you want to update, company literature, occupational literature and appropriate journals, develop an action plan for implementing your chosen method of needs assessment.

Exercise #2

## GROUP DECISION-MAKING

Many students at Vassar College procrastinate until their senior year, the whole career decision-making process. Frantically, they scramble during their senior year trying to finish their theses and develop a job search simultaneously. For many, it is a time of unnecessary tension and anxiety. Much of this hardship could be avoided if these students considered career options prior to their last year at Vassar. But how can the Center for Career Development and Field Work foster career awareness among the underclassmen?

The assignment for your group is to:

1.) Develop an outreach program for the Center for underclassmen. Consider your goals and determine appropriate objectives.

2.) Develop an action plan for implementing the program.

# CANDIDATE EVALUATION FORM

Candidate's Name______________________Evaluator______________

| | | | | | | |
|---|---|---|---|---|---|---|
| | Excellent | | | | Poor | |
| Suitability for position: | 1 | 2 | 3 | 4 | 5 | N\A |
| Comments: | | | | | | |
| Understanding of position | 1 | 2 | 3 | 4 | 5 | N/A |
| Comments: | | | | | | |
| Ability to relate past experience to position: | 1 | 2 | 3 | 4 | 5 | N\A |
| Interpersonal skills | 1 | 2 | 3 | 4 | 5 | N\A |
| Comments: | | | | | | |
| Ability to express ideas | 1 | 2 | 3 | 4 | 5 | N/A |
| Comments: | | | | | | |
| Self-confidence | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to take initiative | 1 | 2 | 3 | 4 | 5 | N/A |

Other important points:

# COUNSELING SKILL EVALUATION

Candidate's Name______________________Evaluator_______________

| | Excellent | | | | Poor | |
|---|---|---|---|---|---|---|
| Overall potential as a counselor<br>Comments: | 1 | 2 | 3 | 4 | 5 | |
| Ability to listen with empathy<br>Comments: | 1 | 2 | 3 | 4 | 5 | N\A |
| Quality of attending behavior<br>Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to reflect<br>Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| Quality of questioning<br>Comments: | 1 | 2 | 3 | 4 | 5 | N/A |
| Ability to understand important issues<br>Comments: | 1 | 2 | 3 | 4 | 5 | N/A |

General Comments:

# Paraprofessional Course Syllabi

Career Development and Placement Center
University of Illinois at Urbana-Champaign
310 Fred H. Turner Student Services Building
610 East John Street
Champaign, Illinois 61820

# CLASS READINGS BOOK

Educational Psychology 199 - Section B
Fall Semester, 1986-87

Instructors: Bill Kenzler, Assistant Director
Dave Bechtel, Director
Kim Hays, Coordinator
Tim Luzader, Assistant Director
Barbara Hundley, Assistant Director

## PARAPROFESSIONAL CAREER CONSULTANTS
## EDUCATIONAL PSYCHOLOGY 199-SECTION B
## FALL SEMESTER, 1986-87

| | |
|---|---|
| MEETING TIME AND PLACE: | WEDNESDAY, 3:00-5:00 p.m.<br>GENEVA HALL, MCKINLEY FOUNDATION<br>809 S. FIFTH, C.<br>(UNLESS OTHERWISE INDICATED ON COURSE OUTLINE OR IN CLASS) |
| COORDINATOR: | BILL KENZLER, ASSISTANT DIRECTOR |
| INSTRUCTORS: | DAVE BECHTEL, DIRECTOR<br>KIM HAYS, COORDINATOR<br>BARBARA HUNDLEY, ASSISTANT DIRECTOR<br>BILL KENZLER, ASSISTANT DIRECTOR<br>TIM LUZADER, ASSISTANT DIRECTOR<br>310 FRED H. TURNER STUDENT SERVICES BUILDING<br>333-0820 |
| REQUIRED TEXTS: | 1. CLASS READINGS BOOK (TO BE PURCHASED AT CAREER DEVELOPMENT AND PLACEMENT CENTER)<br>2. YOU CAN DO IT (TO BE PURCHASED AT THE CAREER DEVELOPMENT AND PLACEMENT CENTER)<br>3. HOWARD FIGLER, THE COMPLETE JOB-SEARCH HANDBOOK (1979) |
| OPTIONAL TEXTS; | ALFRED BENJAMIN, THE HELPING INTERVIEW. (SECOND EDITION, 1974)<br>RICHARD N. BOLLES, THE THREE BOXES OF LIFE. (1981)<br>RICHARD N. BOLLES, WHAT COLOR IS YOUR PARACHUTE? (1983)<br>STEVEN C. ENDER, SUE S. McCAFFREY AND THEODORE K. MILLER, STUDENTS HELPING STUDENTS: A TRAINING MANUAL FOR PEER HELPERS ON THE COLLEGE CAMPUS. (1979)<br>ALLEN E. IVEY AND JERRY AUTHIER, MICROCOUNSELING: INNOVATIONS IN INTERVIEWING, COUNSELING, PSYCHOTHERAPY, AND PSYCHOEDUCATION. (SECOND EDITION, 1978) |
| COURSE OBJECTIVES: | THE COURSE WILL, HOPEFULLY ENABLE YOU TO: |

- LEARN BASIC MICROCOUNSELING TECHNIQUES/ BEHAVIORS (ATTENDING BEHAVIOR, OPEN QUESTIONS, MINIMAL ENCOURAGES, PARAPHRASING, REFLECTION OF FEELINGS, SUMMARIZATION AND INTEGRATION) THAT ARE CRITICAL TO THE HELPING PROCESS.

- DEVELOP PARAPROFESSIONAL COUNSELING/ HELPING SKILLS THROUGH ACTIVE USE AND ROLE PLAYING EXERCISES.

- ASSESS YOUR INTERESTS, VALUES AND SKILLS.

- BECOME FAMILIAR WITH AND UTILIZE VARIOUS CAREER PLANNING/OCCUPATIONAL RESOURCES THAT WILL HELP YOU AND OTHERS IN CAREER DECISION MAKING.
- BECOME FAMILIAR WITH THE USE AND EFFECTIVENESS OF CAREER PLANNING INSTRUMENTS/EXERCISES THAT CAN HELP YOU AND OTHERS IN CAREER DECISION MAKING
- RESEARCH VARIOUS RESUME AND COVER LETTER STYLES, PREPARE AN APPROPRIATE RESUME AND COVER LETTER FOR YOUR PERSONAL JOB SEARCH AND DEVELOP AN UNDERSTANDING OF RESUME/COVER LETTER DESIGN AND FUNCTION THAT YOU WILL BE ABLE TO SHARE WITH OTHERS.

READING ASSIGNMENTS:

ASSIGNED READINGS ARE NOTED ON THE ATTACHED COURSE OUTLINE. EACH OF THE ASSIGNED READINGS WILL FOCUS ON A PARAPROFESSIONAL COUNSELING/HELPING SKILL OR CAREER PLANNING EXERCISE THAT WILL BE DISCUSSED OR PRACTICED AT THE FOLLOWING CLASS SESSION(S). TO FACILITATE YOUR UNDERSTANDING OF THESE SKILLS/EXERCISES IT IS IMPORTANT THAT YOU COMPLETE THE ASSIGNED READINGS ON TIME.

CLASS ATTENDANCE:

SINCE SKILLS/EXERCISES ARE DISCUSSED AND PRACTICED SEQUENTIALLY, IT IS IMPERATIVE THAT YOU ATTEND ALL CLASS SESSIONS. IN ADDITION, SINCE A GREAT DEAL OF MATERIAL IS COVERED AT EACH CLASS MEETING, YOU WILL BE EXPECTED TO BE PRESENT FOR THE FULL TWO-HOUR CLASS SESSION. FEEDBACK AND SHARING ARE CRITICAL TO YOUR DEVELOPMENT AS A PARAPROFESSIONAL CAREER CONSULTANT, AND IT IS ESSENTIAL THAT YOU PARTICIPATE IN ALL CLASS DISCUSSIONS/ROLE PLAYING EXERCISES.

WRITTEN ASSIGNMENTS/ EXERCISES

IN ADDITION TO READING ASSIGNMENTS, YOU WILL BE ASKED TO COMPLETE VARIOUS WRITTEN ASSIGNMENTS/EXERCISES FOR THE COURSE. THEY ARE MARKED BY AN ASTERISK (*) NEXT TO THE WRITTEN ASSIGNMENT DUE HEADING ON THE COURSE OUTLINE. THE WRITTEN ASSIGNMENTS/EXERCISES AND THEIR RESPECTIVE DUE DATES ARE AS FOLLOWS:

1. INFORMATION SHEET: COMPLETE AN INDIVIDUAL INFORMATION SHEET PROVIDING DEMOGRAPHIC, FAMILY, ACADEMIC AND CAREER PLANNING INFORMATION.
   DATE DUE: SEPTEMBER 10 (TURN IN TO CD&PC RECEPTIONIST, 310 SSB)

2. MYERS-BRIGGS TYPE INDICATOR: COMPLETE THIS INSTRUMENT THAT WAS DISTRIBUTED WITH YOUR CLASS MATERIALS. ALLOW ONE HOUR TO COMPLETE THE MBTI. IT WILL BE USED IN CONJUNCTION WITH THE PCC OVERNIGHT RETREAT AT ALLERTON.
   DATE DUE: SEPTEMBER 17

3. ADVISOR/COUNSELOR/MENTOR PAPER: IDENTIFY A PERSON WHO HAS SERVED AS A RESPECTED ADVISOR, COUNSELOR OR MENTOR TO YOU. PREPARE A 5-PAGE PAPER, TYPED, DOUBLE-SPACED THAT DESCRIBES HIS/HER BEHAVIOR IN RELATION TO YOUR PERSONAL GROWTH AND DEVELOPMENT. DISCUSS ASPECTS OF THIS INDIVIDUAL'S PERSONAL AND COUNSELING STYLE THAT YOU FOUND SIGNIFICANT AND HELPFUL (e.g., OPEN, TRUSTING, SUPPORTIVE ETC.). LIST AND DESCRIBE FIVE CHARACTERISTICS OF THIS PERSON THAT MADE A DIFFERENCE IN YOUR RELATIONSHIP.
   DATE DUE: SEPTEMBER 24

4. INFORMATIONAL INTERVIEW PAPER: PREPARE A 5-PAGE PAPER, TYPED, DOUBLE-SPACED THAT SUMMARIZES YOUR INFORMATIONAL INTERVIEW EXPERIENCE. IN YOUR PAPER YOU SHOULD INCORPORATE DATA YOU HAVE COLLECTED FROM YOUR READING, BACKGROUND ON THE INDIVIDUAL INTERVIEWED, QUESTIONS ASKED, LISTENING/MICROCOUNSELING SKILLS USED, POSITIVE/NEGATIVE REACTIONS, CAREER INFORMATION RECEIVED AND ANYTHING ELSE YOU GAINED FROM THIS EXERCISE.
   DATE DUE: OCTOBER 8

5. TIME-LINE EXERCISE AND WRITTEN ACHIEVEMENT EXERCISE: IDENTIFY TWO TO THREE ACHIEVEMENTS FROM EACH FIVE YEAR PERIOD IN YOUR LIFE (TIME-LINE) STARTING WITH 0-5; 6-10; 11-15; 16-20. (SEE EXAMPLE IN CLASS READINGS BOOK). IN ADDITION IDENTIFY ONE SATISFYING ACHIEVEMENT/ACCOMPLISHMENT AND DESCRIBE IT IN DETAIL IN WRITING. THE ACHIEVEMENT CAN BE ANYTHING LARGE OR SMALL THAT YOU HAVE DONE IN YOUR LIFETIME, THAT YOU ENJOYED DOING AND FELT (AND STILL FEEL?) GOOD ABOUT. (SEE EXAMPLE IN CLASS READINGS BOOK).
   DATE DUE: OCTOBER 15

6. OCCUPATIONAL EXPLORATION AND EMPLOYER INFORMATION SCAVENGER HUNT EXERCISES: THESE WILL BE CREATIVE WAYS TO LEARN MORE ABOUT OCCUPATIONAL AND EMPLOYMENT RESOURCES. ADDITIONAL INSTRUCTIONS AND EXAMPLES WILL BE PROVIDED IN CLASS.
DATE DUE: OCTOBER 22

FUNCTIONAL/TRANSFERABLE SKILLS EXERCISE: TURN IN COMPLETED FUNCTIONAL/TRANSFERABLE SKILLS AND SKILL IDENTIFICATION WORKSHEET FROM YOU CAN DO IT, pp 12-21.
DATE DUE: OCTOBER 22

7. LIFE-STYLE AUCTION EXERCISE: TURN IN COMPLETED BUDGET SHEET (LIFE-STYLE AUCTION CATALOGUE) FROM THE CLASS READINGS BOOK.
DATE DUE: OCTOBER 29

HARRINGTON/O'SHEA CAREER DECISION-MAKING SYSTEM: COMPLETE THE HARRINGTON/O'SHEA INSTRUMENT DISTRIBUTED WITH YOUR CLASS MATERIALS.
DATE DUE: OCTOBER 29

8. FITTING THE PIECES TOGETHER EXERCISE: COMPLETE THE "FITTING THE PIECES TOGETHER" EXERCISE, YOU CAN DO IT, p. 39.
DATE DUE: NOVEMBER 5

9. PULLING IT ALL TOGETHER AND SELF-PORTRAIT COLLAGE/DESCRIPTIVE PARAGRAPH EXERCISES: COMPLETE THE IDEAL JOB DESCRIPTION ASSIGNMENT IN THE CLASS READINGS BOOK NOTED IN THE COURSE OUTLINE. ALSO CREATE A COLLAGE OF DRAWINGS, PICTURES, PHOTOS AND/OR WORDS WHICH YOU FEEL REPRESENT YOU AND YOUR CAREER GOALS. BE CREATIVE. INCORPORATE WHAT YOU HAVE LEARNED ABOUT YOUR INTERESTS, PERSONALITY, VALUES, AND SKILLS. THE COLLAGE SHOULD BE AT LEAST 12" x 18". EXPLAIN YOUR CHOICES IN A DESCRIPTIVE PARAGRAPH ATTACHED TO THE BACK.
DATE DUE: NOVEMBER 14. (TURN IN TO CD&PC RECEPTIONIST, 310 SSB)

10. FUNCTIONAL RESUME: USING THE SKILL IDENTIFICATION INFORMATION FROM PREVIOUS CLASSES, PREPARE A TYPED PROFESSIONAL FUNCTIONAL RESUME THAT INCLUDES AN APPROPRIATE JOB OBJECTIVE AND HIGHLIGHTS SKILLS, ACHIEVEMENTS AND EMPLOYMENT HISTORY THAT WILL MAKE YOU A STRONG CANDIDATE FOR AN ENTRY LEVEL POSITION.
DATE DUE: ON OR BEFORE NOVEMBER 26

COVER LETTER: PREPARE A TYPED COVER LETTER RESPONDING TO A JOB POSITION ANNOUNCEMENT. (CHOOSE A SPECIFIC POSITION FROM AN AREA THAT IS RELATED TO YOUR BACKGROUND AND EXPERTISE).
DATE DUE: ON OR BEFORE NOVEMBER 26

# PARAPROFESSIONAL CAREER CONSULTANTS
EDUCATIONAL PSYCHOLOGY 199 - SECTION B
FALL SEMESTER, 1986-87

COORDINATOR: BILL KENZLER

INSTRUCTORS: BILL KENZLER
DAVE BECHTEL
KIM HAYS
TIM LUZADER
BARBARA HUNDLEY

## COURSE OUTLINE

SESSION I -- SEPTEMBER 3 - KENZLER

A. INTRODUCTION - COURSE OUTLINE
B. ORGANIZATION - ADMINISTRATIVE DETAILS
C. GETTING ACQUAINTED

ASSIGNMENT:
1. COMPLETE INFORMATION SHEET (DISTRIBUTED WITH CLASS MATERIALS)
2. READ AND COMPLETE "PREPARING FOR PLAYING THE ROLE OF CLIENT IN HELPING INTERACTIONS," pp 4-6, 8-9 (CLASS READINGS BOOK)
3. REVIEW AND FOLLOW THROUGH ON RESPONSIBILITIES CONTAINED IN "CLASS INFORMATION/ADMINISTRATIVE DETAILS" MEMORANDUM DISTRIBUTED IN CLASS

SESSION II -- SEPTEMBER 10

A. MEET AT THE CAREER DEVELOPMENT & PLACEMENT CENTER, 310 STUDENT STUDENT SERVICES BUILDING, AT 3:00 P.M. SO PICTURES CAN BE SHOT OF ALL 1986-87 PCCs. BEYOND THIS RESPONSIBILITY THERE WILL BE NO FORMAL CLASS MEETING.

*WRITTEN ASSIGNMENT DUE: 1. TURN IN COMPLETED INFORMATION SHEET TO CD&PC RECEPTIONIST, 310 SSB

ASSIGNMENT:
1. READ IVEY/GLUCKSTERN, pp 5-11 -- INTRODUCTION (CLASS READINGS BOOK)
2. COMPLETE MYERS-BRIGGS TYPE INDICATOR (SEE "WRITTEN ASSIGNMENTS/EXERCISES" EXPLANATION)

SESSION III -- SEPTEMBER 17 -- KENZLER

A. INTRODUCTION TO MICROCOUNSELING
B. VIDEOTAPE -- "BASIC ATTENDING SKILLS"
C. CHARACTERISTICS OF THE EFFECTIVE COUNSELOR/HELPER
D. ROLE PLAYING TOPICS: PLAYING THE ROLE OF HELPER/CLIENT

CLASS WILL BE HELD AT 176 EDUCATION BUILDING UNLESS NOTIFIED OTHERWISE.

*WRITTEN ASSIGNMENT DUE: 1. TURN IN COMPLETED MYERS-BRIGGS TYPE INDICATOR

ASSIGNMENT:
1. PREPARE A 5-PAGE PAPER, TYPED, DOUBLE SPACED ON ADVISOR/COUNSELOR/MENTOR
2. READ IVEY/GLUCKSTERN, pp 17-22 -- ATTENDING BEHAVIOR (CLASS READINGS BOOK)
3. READ FIGLER, pp 170-179 -- LISTENING
4. READ BOLLES, pp 1-4 -- "IS 'INFORMATIONAL INTERVIEWING' DEAD?" (CLASS READINGS BOOK)

SESSION IV -- SEPTEMBER 24 -- KENZLER

A. DISCUSSION OF WHAT HELPING/ATTENDING IS NOT
B. DISCUSSION OF ATTENDING BEHAVIOR
C. SMALL GROUP INTERACTION: PRACTICING ATTENDING BEHAVIOR
D. DISCUSSION OF PREPARATION FOR INFORMATIONAL INTERVIEWING ASSIGNMENT

*WRITTEN ASSIGNMENT DUE:
1. TURN IN COMPLETED 5-PAGE PAPER ON ADVISOR/COUNSELOR/MENTOR

ASSIGNMENT:
1. READ IVEY/GLUCKSTERN, pp 16-17, 19-22 -- QUESTIONING/MINIMAL ENCOURAGES (CLASS READINGS BOOK)
2. READ BENJAMIN, pp 65-90 -- QUESTIONS (CLASS READINGS BOOK)
3. READ FIGLER, pp 180-187 -- QUESTIONING
4. READ FIGLER, pp 143-153 -- INQUIRING REPORTER
5. LISTEN TO ONE OR MORE INFORMATIONAL INTERVIEW AUDIOTAPES IN THE CAREERS WITHOUT RESCHOOLING SERIES AS OUT-OF-CLASS PREPARATION FOR THE INFORMATIONAL INTERVIEW ASSIGNMENT. THERE ARE A TOTAL OF 14 TAPES IN THE SERIES COVERING SUCH OCCUPATIONS AS PUBLIC RELATIONS SPECIALIST, HELPING PROFESSIONAL, STOCKBROKER, RETAIL MANAGER, ETC. (EACH AUDIOTAPE LASTS APPROXIMATELY 30 MINUTES AND MAY BE CHECKED OUT FROM THE CD&PC RECEPTIONIST, 310 SSB, FOR USE IN THE CENTER.)
6. SCHEDULE INFORMATIONAL INTERVIEW FOR WEEK OF 9/29 - 10/3 WITH INDIVIDUAL OF YOUR CHOICE

SESSION V -- OCTOBER 1 -- KENZLER

A. DISCUSSION OF USE OF QUESTIONS AND MINIMAL ENCOURAGES
B. SMALL GROUP INTERACTION: PRACTICING STYLES OF QUESTIONING AND MINIMAL ENCOURAGES
C. INFORMATIONAL INTERVIEW QUESTIONS

ASSIGNMENT:
1. READ IVEY/GLUCKSTERN, pp 46-50 -- PARAPHRASING (CLASS READINGS BOOK)
2. READ BOLLT/BRIGGS, pp 1-5 -- INFORMATIONAL INTERVIEWING (CLASS READINGS BOOK)
3. READ "SAMPLE INFORMATIONAL INTERVIEW QUESTIONS" (CLASS READINGS BOOK)
4. CONDUCT INFORMATIONAL INTERVIEW DURING WEEK OF 9/29-10/3 WITH INDIVIDUAL YOU HAVE SELECTED

5. PREPARE 5-PAGE PAPER, TYPED, DOUBLE-SPACED THAT SUMMARIZES YOUR INFORMATIONAL INTERVIEW -- PERSON INTERVIEWED, QUESTIONS ASKED, INFORMATION COLLECTED, REACTIONS TO EXERCISE, ATTENDING SKILLS USED, ETC.

### SESSION VI -- OCTOBER 8 -- KENZLER

A. DISCUSSION OF PARAPHRASING
B. SMALL GROUP INTERACTION: PRACTICING PARAPHRASING AS AN AID TO CLARITY AND DECISION MAKING
C. FEEDBACK ON INFORMATIONAL INTERVIEW

*WRITTEN ASSIGNMENT DUE: 1. TURN IN 5-PAGE PAPER ON INFORMATIONAL INTERVIEW

ASSIGNMENT:
1. READ FIGLER, pp 133-142 -- RESEARCH SKILLS
2. COMPLETE TIME LINE (CLASS READINGS BOOK)
3. WRITE UP ONE ACHIEVEMENT (SEE EXAMPLE CLASS READING BOOK)

### SESSION VII -- OCTOBER 15 -- BECHTEL

A. INTRODUCTION TO CAREER DEVELOPMENT AND PLACEMENT CENTER
   1. HISTORY AND BACKGROUND
   2. PRESENT SERVICES AND RESOURCES
B. THE CAREER RESOURCE CENTER
   1. TOUR AND EXPLANATION
   2. OTHER RESOURCES AND SOURCES ELSEWHERE ON CAMPUS
   3. COMMONLY USED SOURCES OF INFORMATION ABOUT OCCUPATIONS AND EMPLOYER
C. TWO CASE STUDIES
   1. OCCUPATIONAL INFORMATION
   2. EMPLOYER INFORMATION

CLASS WILL BE HELD AT 310 STUDENT SERVICES BUILDING (CAREER RESOURCE CENTER) UNLESS NOTIFIED OTHERWISE

*WRITTEN ASSIGNMENT DUE:
1. TURN IN TIME LINE
2. TURN IN ACHIEVEMENT WRITE UP

ASSIGNMENT:
1. OCCUPATIONAL EXPLORATION SCAVENGER HUNT (CLASS HANDOUT)
2. EMPLOYER INFORMATION SCAVENGER HUNT (CLASS HANDOUT)
3. READ FIGLER, pp 60-79 -- SKILLS
4. READ BOLLES, PARACHUTE, pp 75-81 -- WHAT DO YOU WANT TO DO? (CLASS READINGS BOOK)
5. IDENTIFY FUNCTIONAL/TRANSFERABLE SKILLS USING YOU CAN DO IT, pp 12-21

### SESSION VIII -- OCTOBER 22 -- HAYS

A. DISCUSSION OF TRANSFERABLE SKILLS, WORK CONTENT SKILLS, AND PEOPLE, DATA, AND THINGS
B. SMALL GROUP DISCUSSION OF TIME LINES AND ACHIEVEMENTS
C. TRIO WORK - USING MICROCOUNSELING SKILLS TO IDENTIFY TRANSFERABLE SKILLS

*WRITTEN ASSIGNMENT DUE:
1. TURN IN OCCUPATIONAL EXPLORATION SCAVENGER HUNT FORM
2. TURN IN EMPLOYER INFORMATION SCAVENGER HUNT FORM
3. TURN IN FUNCTIONAL/TRANSFERABLE SKILLS AND SKILL IDENTIFICAITON WORKSHEET FROM YOU CAN DO IT, pp 12-21.

ASSIGNMENT:
1. READ LIFE STYLE AUCTION AND BUDGET 2000 UNITS FOR CHOSEN LIFE STYLE (CLASS READINGS BOOK)
2. COMPLETE LIFE GOALS INVENTORY, YOU CAN DO IT, pp 34-35
3. COMPLETE HARRINGTON/O'SHEA CAREER DECISION-MAKING SYSTEM -- CDM DISTRIBUTED WITH CLASS MATERIALS

PCC OVERNIGHT RETREAT -- OCTOBER 24-25

ALL PCCs WILL PARTICIPATE IN AN OVERNIGHT RETREAT AT ALLERTON PARK BEGINNING AT 5:00 P.M. ON FRIDAY, OCTOBER 24, AND ENDING AT APPROXIMATELY 4:00 P.M. ON SATURDAY, OCTOBER 25, 1986

SESSION IX -- OCTOBER 29 -- LUZADER

NOTE: BRING CLASS READINGS BOOK TO CLASS

A. WORK VALUES CHECKLIST AND FORCED CHOICE EXERCISE
B. LIFE STYLE AUCTION
C. GROUP DISCUSSION -- LIFE STYLE AUCTION RESULTS
D. SMALL GROUP DISCUSSION OF YOU CAN DO IT -- LIFE GOALS INVENTORY

*WRITTEN ASSIGNMENT DUE:
1. TURN IN COMPLETED LIFE STYLE AUCTION BUDGET
2. TURN IN COMPLETED HARRINGTON/O'SHEA CAREER DECISION-MAKING SYSTEM (CDM)

ASSIGNMENT:
1. COMPLETE "FITTING THE PIECES TOGETHER," YOU CAN DO IT, P 39
2. READ FIGLER, pp 80-103 -- CREATIVITY, RISKING AND GOAL SETTING

SESSION X -- NOVEMBER 5 -- LUZADER

NOTE: BRING YOU CAN DO IT AND CLASS READINGS BOOK TO CLASS

A. DISCUSSION OF CDM
B. HOLLAND PARTY/PERSONALITY MOSAIC
C. INTRODUCTION TO JOHN HOLLAND'S PERSONALITY CODES AND ASSOCIATED VALUES
D. CREATIVITY AND GOAL SETTING

*WRITTEN ASSIGNMENT DUE:
1. TURN IN COMPLETED "FITTING THE PIECES TOGETHER", YOU CAN DO IT, p 39

ASSIGNMENT:
1. COMPLETE IDEAL JOB DESCRIPTION (CLASS READINGS BOOK)
2. COMPLETE SELF PORTRAIT COLLAGE AND DESCRIPTIVE PARAGRAPH
3. READ RESUMES: LET THEM SPEAK FOR YOU (CLASS READINGS BOOK)
4. READ COVER LETTERS AND FOLLOW-UP THANK YOU NOTES (CLASS READINGS BOOK)
5. READ YOU CAN DO IT, pp 45-70

SESSION XI -- NOVEMBER 12 -- HUNDLEY

A. INTRODUCTION TO RESUME WRITING
    1. DETAILED OVERVIEW OF PROCESS OF COMPILING FUNCTIONAL AND ANALYTICAL RESUMES AND CREATIVE COMBINATIONS OF BOTH
B. RESUMES
    1. STYLES OF RESUMES
    2. DEVELOPING APPROPRIATE JOB OBJECTIVES
    3. TAILOR-MAKING RESUMES FOR EMPLOYERS
C. LETTERS
    1. COVER LETTERS
    2. APPLICATIONS
    3. FOLLOW-UP AND THANK YOU NOTES

*WRITTEN ASSIGNMENT DUE: NOTE -- THE FOLLOWING ASSIGNMENTS ARE TO BE TURNED INTO THE CD&PC RECEPTIONIST, 310 SSB BY FRIDAY NOVEMBER 14:
1. COMPLETED IDEAL JOB DESCRIPTION
2. COMPLETED SELF PORTRAIT COLLAGE AND DESCRIPTIVE PARAGRAPH

ASSIGNMENT:
1. BEGIN WORK ON RESUME AND COVER LETTER
2. VISIT PCC RESOURCE INFORMATION ASSISTANTS AT CD&PC TO RECEIVE ADVICE ON PREPARATION OF INDIVIDUAL RESUME
3. READ YOU CAN DO IT, pp 71-92
4. READ COMMONLY ASKED INTERVIEW QUESTIONS (CLASS READINGS BOOK)
5. READ FIGLER, pp 1-38, 107-130 -- INTRODUCTION/ DETECTIVE SKILLS

SESSION XII -- NOVEMBER 19 -- HUNDLEY

A. VIDEOTAPE -- "EFFECTIVE INTERVIEWING TECHNIQUES"
    1. DEMONSTRATION OF EFFECTIVE AND INEFFECTIVE INTERVIEWING TECHNIQUES
B. VIDEOTAPE -- "JOB TRENDS AND INERVIEW"
C. WHAT TO EXPECT IN AN INTERVIEW
    1. DISCUSSION ON TYPICALLY ASKED QUESTIONS
    2. METHODS TO PREPARE FOR INTERVIEW
    3. TYPICAL QUESTIONS TO ASK THE INTERVIEWER
D. JOB SEARCH STRATEGIES
    1. JOB MARKETS

2. NETWORKING
3. REJECTION
4. SUCCESS

CLASS WILL BE HELD AT 344 STUDENT SERVICES BUILDING (CONFERENCE ROOM) UNLESS NOTIFIED OTHERWISE

*WRITTEN ASSIGNMENT DUE: EARLY OPPORTUNITY TO TURN IN TYPED, INDIVIDUAL RESUME AND COVER LETTER

ASSIGNMENT:
1. CONTINUE INDIVIDUAL MEETINGS WITH RIAs AT CD&PC
2. CONTINUE WORK ON PREPARATION OF INDIVIDUAL RESUME AND COVER LETTER
3. READ GAMES INTERVIEWERS PLAY (CLASS READINGS BOOK)
4. READ THE CARE AND FEEDING OF CAMPUS RECRUITERS (CLASS READINGS BOOK)

SESSION XIII -- NOVEMBER 26 -- HUNDLEY (NO FORMAL CLASS MEETING)

*WRITTEN ASSIGNMENT DUE:
1. LAST OPPORTUNITY TO TURN IN TYPED, INDIVIDUAL RESUME TO CD&PC RECEPTIONIST, 310 SSB ON OR BEFORE NOVEMBER 26
2. LAST OPPORTUNITY TO TURN IN TYPED COVER LETTER TO CD&PC RECEPTIONIST, 310 SSB ON OR BEFORE NOVEMBER 26

ASSIGNMENT:
1. READ JOB SEARCH STRATEGY (CLASS READINGS BOOK)
2. ANSWER QUESTIONS FROM THE CARE AND FEEDING OF CAMPUS RECRUITERS (CLASS READINGS BOOK)
3. PREPARE QUESTIONS TO ASK A RECRUITER (RE: THE TRANSITION FROM COLLEGE TO CAREER) AT NEXT CLASS MEETING

SESSION XIV -- DECEMBER 3 -- HUNDLEY

A. THE TRANSITION FROM CAMPUS TO CAREER: A DISCUSSION LED BY REPRESENTATIVES FROM BUSINESS AND INDUSTRY
   1. JOB OFFERS AND SALARY NEGOTIATIONS
   2. FIRST JOB
   3. CHANGING EMPLOYERS

CLASS WILL BE HELD AT ROOMS 275-277-279 ILLINI UNION UNLESS NOTIFIED OTHERWISE

ASSIGNMENT:
1. SCHEDULE INDIVIDUAL MEETINGS DURING PERIOD 12/4-12/9 TO DISCUSS SECOND SEMESTER PRACTICUM PROJECTS

SESSION XV -- DECEMBER 10 -- KENZLER

A. DISCUSSION OF PLANS FOR SPRING SEMESTER, 1986-87
    1. BRAINSTORM
    2. PRIORITIZE
    3. SHARE IDEAS/PLANS
B. EVALUATION
C. CLOSING

ASSIGNMENT: 1. DO WELL ON FINALS AND HAVE A GREAT HOLIDAY!!!

CAREER DEVELOPMENT AND PLACEMENT CENTER

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

# INFORMATION ON PROJECTS/CONTRACTS

## PARAPROFESSIONAL CAREER CONSULTANTS PRACTICUM

## EDUCATIONAL PSYCHOLOGY 199 (SECTION B) -- 1-3 HOURS CREDIT

## SECOND SEMESTER, 1986-87

### Rationale

Many of you have raised questions about the nature of your Second Semester practicum experience, credit to be earned, and performance expectations. So that we may arrive at some mutual understanding of what you will be doing on your various projects, and to provide some structure for your activities as well as my own, I am asking that you review the list of possible practicum projects and develop a tentative written learning contract to be discussed with me at our meetings on Friday, January 30, Monday, February 2 or Tuesday, February 3. When your completed, written learning contracts are submitted after our meeting, at a minimum they should include the following:

1. The number of Ed Psych 199 credit hours you have signed up for this semester.
2. A list of projects that you would like to work on individually or in small groups.
3. Estimated number of hours you would expect to devote to your practicum projects each week.
4. A timetable of completion for your projects.
5. Number of projected hours of supervision/meeting time needed (include times you would like to meet with me or other CD&PC staff members for supervision and with other PCCs to share ideas or provide updates on activities).
6. If you opt to work on a particular project with other PCCs, the name(s) of those PCCs who will be working in your group.
7. Your willingness to serve as a PCC project coordinator (see PCC Student Project Coordinators, p.3).

In developing your proposal keep in mind the traditional amount of time required in a regular classroom experience. For example: for three credit hours for the semester you would spend 48 hours in class and, at a minimum, 48 hours of study time. Since some of you have expressed an interest in signing up for three credit hours, I would expect you to be involved in more than one project during the semester. As you are well aware, however, I am reasonably flexible on time commitment provided quality is evident in your project(s).

(OVER)

The following projects are given as an example with an appropriate grade reflecting this output:

For a Grade of A (3 Credit Hours)

1. Serve as a PCC Resource Information Assistant (RIA) in the Career Development and Placement Center (CD&PC) and/or Career Resource Center (CRC). Students must commit a minimum of two hours per week for the entire semester and be responsible for the following:

    a. Participate in initial RIA training/orientation sessions at the beginning of the semester.

    b. Participate in all RIA biweekly staff meetings to stay current on Center policies, procedures and changes.

    c. Serve as an RIA in the CRC and/or CD&PC, assist students with finding resource materials in these areas, and provide explanations/information as needed.

    d. Familiarize yourself with all CRC and CD&PC materials, develop an understanding of all CD&PC functional areas, learn office and reception desk procedures, be aware of all CD&PC programs and services, know the answers to "typical" questions that students ask every day.

    e. As needed, conduct Career Planning Group tours of the CRC to familiarize participants with printed materials, SigiPlus, CareerLine, etc.

    f. Keep appropriate records to reflect client contacts in the CRC and at CD&PC.

    g. Provide back up and assistance to CD&PC walk-in counselors and support staff in answering basic questions on programs/services, data sheets, resume development, etc. and assisting visitors at the reception desk.

    h. Perform other RIA duties and activities as assigned.

AND

2. Be responsible for one additional major project (e.g., coordinate/participate in the development of a CD&PC/PCC transferable skills resource guide; coordinate/participate in resume writing mini-workshops; coordinate/participate in interviewing skills mini-workshops; coordinate/participate in the development of recruiting strategies for new PCCs; coordinate/participate in development of marketing strategies for CD&PC). A major project responsibility is defined as serving as a Student Project Coordinator of the project (see p. 3, below) or assuming a key role in successfully carrying out the project.

AND

3. Participate in or assist with one of the other projects listed above, but your involvement would be more short term and less time-consuming (e.g., be responsible for only one segment of a major PCC project such as develop survey instrument/artwork/ publicity for a project; present one or more interviewing skills/resume writing mini-workshops; assume responsibility for recruiting minority student applicants for the PCC program; serve as an interviewer for applicants to the PCC program; assist in the preparation of a CD&PC marketing survey instrument; etc.).

Obviously, the projects listed above are only examples. Grade and/or time commitments would vary with the number of credit hours you sign up for, the grade you are seeking in the course, and the quality of work performed.

### Attendance and Grading Policy

You are expected to attend all meetings scheduled for your respective practicum group(s). Your final grade which is for credit this semester will be determined by your contribution and performance within the practicum project group(s), the quality of your follow-through and overall work and your attendance record. Student Project Coordinators will take attendance at all scheduled project meetings. If you are unable to attend a scheduled project meeting because of illness or a conflict with another project or class meeting, it will be your responsibility to notify the Student Project Coordinator(s) IN ADVANCE. Other absences or your failure to notify the Student Project Coordinator(s) of legitimate absences (i.e., illness or project/class conflict) in advance will be marked as UNEXCUSED ABSENCES and will be weighed heavily in determining final grades. At the discretion of the staff supervisor(s), Student Project Coordinators may be asked for input on individual grades to be assigned for each practicum group.

For your information the College of Education grading policy with respect to the number of A's that may be given in various level courses is as follows:

| COURSES | NUMBER OF A's ALLOWED |
|---|---|
| 100-level | 30% of all grades given |
| 200-level | 35% of all grades given |
| 300-level | 45% of all grades given |
| 400-level | 60% of all grades given |

Deviations from this policy require that a written explanation by the instructor be forwarded to the Department Executive Committee.

### PCC Student Project Coordinators

Since the class is relatively large this semester, and since many of you will be working with other PCCs on small group projects, I am willing to give extra credit to one or two PCCs in each small group if you will assume some coordinating responsibilities (e.g., setting meeting times, keeping accurate attendance records, contacting other PCCs in your group

(OVER)

to provide information or assignments, collecting individual assignments or publicity copy drafts, etc.). If you are interested in serving as a Student Project Coordinator and gaining extra credit, please confirm this during contract discussions on January 30, February 2, or February 3.

List of Possible Practicum Projects

Listed below are a number of projects you may want to consider working on during Second Semester. You may wish to work on these projects individually or in conjunction with other PCCs. The list reflects project ideas that have been discussed in class or in earlier group meetings.

1. Serve as a PCC Resource Information Assistant (RIA) in CD&PC's Career Resource Center carrying out responsibilities described in 1 above (see p. 2) and the RIA job description. The Career Resource Center and CD&PC are staffed from 10 a.m. to 4:30 p.m. Monday through Friday by the RIAs. (Depending on schedules we may add some additional hours this semester). RIAs staff the CRC information desk and/or assist the CD&PC walk-in counselors and support staff by providing information on CRC materials, conducting tours, describing CD&PC programs and services, answering basic questions on resume/data sheet development, interviewing techniques, etc. and otherwise helping/assisting undergraduate and alumni visitors to the Center.

2. Coordinate or participate in the development of a CD&PC/PCC transferable skills resource guide. Using On-the-Job Experience for Liberal Arts Students (published by the School of Humanities and English Advising Office several years ago) as a model, this guide would highlight the types of transferable skills and practical experiences to be gained through participation in various Registered Student Organizations (RSOs). These experiences/skills can be extremely helpful when students market themselves for summer/permanent employment. Responsibilities would include developing a survey instrument/questionnaire to collect data, using the instrument/questionnaire to survey RSOs on the skill areas/practical experiences they offer, conducting follow-up phone calls as needed, putting responses into a PLATO data base, printing out response information/data from PLATO, collecting costs for printing/publishing the resource guide, using PLATO printouts to publish the resource guide for UIUC students, etc.

3. Coordinate or participate in the presentation of regularly scheduled CD&PC mini-workshops on resume writing offered on Wednesday, 3-4 p.m. Responsibilities would include developing a familiarity with resume styles and the components of an effective resume, identifying written or audiovisual resources on resume writing, developing appropriate publicity, preparing a script/outline for presentations, preparing appropriate handout materials, presenting mini-workshops on resume writing as scheduled, etc.

4. Coordinate or participate in the presentation of regularly scheduled CD&PC mini-workshops on interviewing skills offered on Tuesday, 3-4 p.m. Responsibilities would include developing a familiarity with the elements of the interviewing process (e.g., employer research, successful interviewing techniques, typical interview questions, etc.), identifying written or audiovisual resources on interviewing, developing appropriate publicity, preparing a script/outline for presentations, preparing appropriate handout materials, presenting mini-workshops on interviewing skills as scheduled, etc.

5. Coordinate or participate in the development of strategies for recruiting new PCCs. Responsibilities include the following: review format, artistic concept, design for brochures/publicity flyers that describe the program and how to apply, revising application form, organizing a publicity campaign to attract applicants, conducting informational meetings, speaking to appropriate classes, residential units (halls, fraternities-sororities) and/or faculty/staff about the program and application procedures, speaking to minority student groups on campus to familiarize them with the program and to encourage minority student applications, participating in interviewing new applicants in March/April, etc.

6. Coordinate or participate in the development of a comprehensive marketing strategy for the Career Development and Placement Center. Responsibilities would include assessing current CD&PC visibility and image on campus. Various methodologies might be used in this assessment, e.g. user survey/questionnaire, random sample telephone survey, individual/group interviews with CD&PC constituents, etc. After visibility/image data have been collected you would be responsible for preparing specific recommendations for a comprehensive CD&PC marketing strategy that would: 1. be consistent with your findings/research data from CD&PC constituents and 2. be consistent with CD&PC's administrative/programmatic mission. You might also be responsible for presenting your recommendations/research data to the CD&PC staff in both a written report and oral presentation.

BK/ap
1/22/87

TAYLOR UNIVERSITY
Upland, IN 46989

# COURSE SYLLABUS
# STUDENT DEVELOPMENT SEMINAR
## IAS 353 - Section D

I. The purpose of this course is to enable Career Planning Assistants to be effective in their roles by:

   A. Exposing students to career development theory and research

   B. Developing a clear understanding of assessment instruments and their place in career counseling

   C. Enhancing their ability to be effective peer counselors

   D. Build an understanding of the place of the Career Development Office at Taylor in relationship to its various constituencies.

   E. Developing a knowledge of the resources available in the Career Development Center

II. Course Requirements

   A. Attendance at all class sessions

   B. Assigned readings

   C. Class participation

   D. Working knowledge of equipment and resources

   E. Attendance at the National Student Leadership Conference

III. Grading

| | |
|---|---|
| Tests | 30% |
| Assignments | 60% |
| Class participation | 10% |

IV. Resources

   A. Choosing Your Career, The Christian's Decision Making Manual, Martin Clark

   B. What Color Is Your Parachute? Richard Boles

# TAYLOR UNIVERSITY
Upland, IN 46989

## COURSE SCHEDULE
STUDENT DEVELOPMENT SEMINAR
IAS 353 - Section D

INSTRUCTORS: Walter E. Campbell

DATES: March 31 - May 12, 1987

CREDIT HOURS: One (1)

WEEK ONE: March 31
TOPICS: Introduction to course, career development theory, Biblical foundations

WEEK TWO: April 7
TOPICS: Career assessment instruments "Who Am I", the career library

WEEK THREE: April 14
TOPICS: Career exploration "What Fits Me", word processing

WEEK FOUR: April 21
TOPICS: Overview of Taylor's administration, placement and recruiting principles and practice

WEEK FIVE: April 21
TOPICS: Communications, faculty/department liaisons with career development, academic department research

WEEK SIX: April 28
TOPICS: Helping skills development, peer career counseling

WEEK SEVEN: May 5
TOPICS: Marketing - job search strategies, student and alumni placement assistance

FINALS WEEK: Final exam

# LEHIGH UNIVERSITY
**Bethlehem, Pennsylvania**

## CAREER ASSISTANT PROGRAM
**Fall 1986**

A two-semester peer advising program of Career Assistants was established for 1986-87 in conjunction with the Social Relations Department. Five students (junior or senior status) were selected and given three credits. Responsibilities of the Career Assistants were to become familiar with the functions of Career Planning and Placement Services, the resources and the staff; and to assist students and alumni in their career planning and research efforts in the Career Library.

To assist them in their nine hours of weekly internship work and to enhance their growth in career development, the following workshops and experiences were provided:

- formal two-day orientation in August just before classes started, introducing Career Services, the staff and the Career Library and its resources.
- workshops on communications and active listening, self-assessment, resumes, interviewing, job search strategies and preparing for graduate school. (Job search strategies should be a required workshop since this involves helping students research career opportunities in the Career Library.)
- tour of Lehigh's Counseling Center and its services for students.
- visit to Lafayette College's Career Planning & Placement Department.
- MBTI testing and interpretation of its results with Janet Walbert, Assistant Dean of Students.
- individual monthly supervision meetings to discuss their progress, projects and concerns during their internship.
- selected readings in career development and the job market.
- bi-weekly journals commenting on their feelings or reactions to particular experiences in the Career Library, articles read, workshops attended, field trips, personal career development, etc.
- summary journal or short paper describing their growth over the semester as a Career Assistant and as an individual in the career development process; and how their personal goals for the internship were or were not met.
- periodic meetings with Dr. James McIntosh from Social Relations to discuss selected readings on student development in higher education.
- paper requested by Dr. McIntosh supporting a discussion on "Why Career Planning & Placement should not exist on a college/university campus." (Spring semester: "Why Career Planning & Placement should exist.")

Despite many changes this fall semester with the Career Library coming into existence, the Career Assistant Program ran smoothly, and was successful and beneficial to the department in many ways. The Career Assistants have:

- supplemented the professional staff in student outreach without using any money from the budget.
- made it possible to reach a larger number of students and alumni with quality information.
- made the services of the department more visible to a wider range of students (freshmen through seniors and graduate students from all four colleges).
- provided an important link or network between Career Services and the students.
- extended the Career Library service hours by being open during lunch.
- assisted in the maintenance of the Career Library.

## Spring 1987

## Overview of Spring Semester

The Spring Semester brought some changes in the Career Assistant Program. With one Career Assistant gone as an exchange student, we were still able to operate effectively with four interns. In addition to assisting students, more emphasis was placed on individual and group project work than last semester. At this stage in their development the Career Assistants seemed confident about their work and were ready to specialize and make contributions in particular areas of the Career Library. Each Career Assistant was responsible for determining the activities/goals and time frame for their project. Significant contributions were made in the following areas within career planning:

### Self-Assessment

- A Self-Assessment Guide was developed as a tool for undergraduates, graduate students and alumni to help them find out more about themselves; determine what their skills, knowledge, strengths, values and interests are; and then how to best apply them to the work world for greater personal and work satisfaction.

### Summer Employment

- An inspiring video-tape for undergraduates on "How to Find a Summer Job" was developed; the process was described and resources were referred to. This tape is special because it's a "student communicating with students" about the process.
- A packet of materials (IRF, Self-Assessment Guide and Summer Job Booklet) as a companion piece to the video will be put together for those viewing the tape.

- The Summer Jobs and Internships: How to Find Them booklet was designed to assist students in preparing for their professional careers. It emphasizes the importance of a "good" summer job/internship; how to start the process, and effective resume, cover letter and interviewing marketing tips are given. This can be used with or without the video-tape.

### Graduate/Professional Study

- Closer relationships were developed with the pre-med and pre-law coordinators of the Arts & Science College through the Graduate and Professional School Seminar given by Career Services in March.

- Two handouts for the seminar were created and/or revised:
  --"Where to Find Graduate School Information on the Lehigh Campus"
  --"Guidelines for Students Considering Graduate/Professional Study"

- A video-tape of an information interview with a Lehigh business professor was developed as a resource for students interested in pursuing an MBA.

- Practice test booklets for various graduate/professional school entrance exams were purchased.

### Small Employers/Entrepreneurism (A newly suggested area for the Career Library)

- A career field binder was established consisting of:
  --a review of an information interview with the owner of a local small company;
  --a handout on "How to Research Small Employers" (it can also be used separate from the binder);
  --and pertinent articles and studies on small employers.

- Small employers in the Lehigh Valley were targeted and contacted for literature for our Employer Literature files.

- Chamber of Commerce Directories for large metropolitan areas were obtained.

### Programming

- A slide presentation (with script) depicting Career Services' services to students and alumni was created. It can be used by the staff and future Career Assistants for orientation, freshman and sophomore resident hall programming (introducing our services to them), Parents' Visitation Day, and other appropriate occasions.

- Each Career Assistant conducted a tour of the Career Library for a group of their choice. This is important because it represents the "early stages" of programming done by Career Assistants which can serve as a springboard for future programming. Exposure to Career Services from a student's perspective can be less threatening for individuals unaware of or overwhelmed with the various stages of career development and life planning.

To supplement the Career Assistants' fall training and continue their development, the following workshops and activities were provided this semester:

- an information interview with a person and career field of their choice followed by a group presentation/review with Larry Sechney, Assistant Director.
- a trip to Lutron (Trexlertown) to observe a plant atmosphere and to talk with human resource management professionals with an emphasis on corporate college recruiting.
- an MBTI follow-up with Janet Walbert, Assistant Dean of Students, to determine preferred work styles and relationships and how we view each other and our needs/desires. Two areas explored were: What type of individual makes the best Career Assistant?; What type of boss do you prefer to work with?
- Personal/Program Evaluation involving self-assessment, contributions, general reactions and recommendations for the Career Assistant Program and Career Library for the next academic year.

# Training Materials

**Ursinus College**
Collegeville, Pennsylvania 19426 · (215)489-4111

Peer Career Educator 1986
Career Planning and Placement
Ursinus College

Objectives of Training

1. Introduce the concept of career development with emphasis on assisting the Liberal Arts student in developing career objectives.
2. To identify self assessment techniques, specific strategies and resources to assist the PCE in working with freshmen.
3. To become knowledgeable of the programs, services and resources of the Career Planning and Placement Office.
4. To review interviewing, communication skills, and outreach techniques.
5. To organize PCE program - expectations and responsibilities.

---

Topics to be covered

I Career Development Process and Philosophy

II Communication Skills & Outreach techniques

III Self Assessment Exercises and Values Clarification

IV Occupational Information & Career Explorations

V Decision Making

VI Job Search Techniques - Networking

VII Career Library

VIII Services of CPP - Grizzly Network, Internships, Interest Inventories, etc.

IX Scheduling Appointments & Expectations of position

# TRAINING AND SUPERVISION OF ILLINOIS WESLEYAN UNIVERSITY PARAPROFESSIONAL CAREER EDUCATORS (PCEs)

My goals for training and supervision of Paraprofessional Career Educators in the Career Education Center are:

- --to develop and spell out a theory that is as basic and simple as possible.
- --to make that theory and training concept a manageable structure into which all of the dimensions and elements of our services can fit.
- --to encourage PCEs in the Career Education Center to view themselves as educators and teachers of a process.
- --to help PCEs understand that we don't hold exclusive rights to what we know about career development and career education--we are in the business of giving this understanding and knowledge away to the students who use our services.
- --to convey the message that training (educating) is the preferred mode of helping.
- --to help PCEs understand that if they are well trained and appropriately supervised, they will be competent and comfortable in training/teaching/guiding other students.
- --to communicate that training is an integral part of the PCEs "work".
- --to communicate that training is not ancillary--training is not supplementary--TRAINING IS "WORK".

All of you possess the potential to become successful peer helpers. Our selection process identified you as having the personal characteristics needed to work well with students in the Career Education Center. These characteristics combined with the skills you learn in our training program will enable you to facilitate many positive changes in those you assist with life/career planning. Ender, McCaffrey,1 and Miller (1979) conclude that students possessing such personal characteristics as nonpossessive warmth, empathic understanding, interpersonal sensitivity and overt genuineness can rapidly develop effective helping skills.

All literature on the use of paraprofessionals clearly indicates that you are a valuable resource. You can make a significant impact on students who use the Career Education Center when you receive proper training and supervision from the professional staff. Paraprofessionals are just as good as the training and supervision they receive.

It is important to custom-design each training package to fit the unit or agency in which it is used. We could just haphazardly do skills training and announce the topic of the day at the beginning of each training session. But, my feeling is that it wouldn't "hang together" very well for you. Rather it is preferable to plan a full training program with a solid theoretical base at the beginning of the year which allows some flexibility to meet unidentified and/or unexpected needs. That is exactly what we believe this model allows.

Stated very simply--training and supervision programs should be developed with the following dimensions in mind (Rademacher and Miller, 1980). (1) What are the skills one needs to be an effective paraprofessional in this particular setting? (2) How does one acquire those skills? What is the most effective and economical learning process? And, (3) Why does one need to be competent in those skills to work effectively in the Career Education Center? How do we apply what we have learned?

Figures 4 (page 73) uses a cube introduced by Morrill, Oetting and Hurst (1974) to provide a graphic description. Program developers, trainers, and supervisors can use this descriptive model of the dimensions of training and supervision to plan and sequence training. This represents an effort to tie these concepts together systematically. Paraprofessionals will not need to be as familiar with the model as are the trainers who plan learning activities. However, you can use it to "make sense" of what we do in training. Refer to Figure 5 (page 74) for an example of how you may use the model. If we have a training session on Basic Helping Skills, you can see that we will do some reading and study, have a short lecturette from the trainer, practice and use some experiential learning activities, and also receive some individual and/or group supervision. Along the other dimension of the cube, you can see that you will use Basic Helping Skills frequently as you do career counseling, work with student employment, credentials, resume writing, senior interviews, workshops, and in your role as receptionist (center management) and for your own growth and development. This is a very valuable and versatile skill and receives considerable attention in our training. Because it is used in so many of the service areas, basic helping skills is one of the training modules included in the pre-semester training.

Now, see if you can do the same thing for goal-setting--what would you do with interviewing techniques? Those of us who plan training programs have done this for every identified skill area. The result is the sequence of training you see on pages 81-82. Materials, time frames, depth of training, experience and skill of the trainer, etc. are all determined from this conceptual model.

Table 2 on page 77 further illustrates how this model can be used. The information in this table is for YOUR use as PCEs more than for the trainer's benefit. This Table lists service areas within the Career Education Center and identifies the ideal skill level and the type of involvement you can expect. It will help you to assess your competency and readiness to work on a given task or project. Second- and third-year PCEs will be working to develop the more advanced and sophisticated skills. Beginning PCEs will be spending most of the first semester learning basic skills. Much of the beginning training uses an apprenticeship approach.

Training and supervision will occupy about 3 hours of the 10-hours-per-week work commitment during the first semester. About 1 1/2 hours per week will be adequate in second semester. We will meet together for general training 1 1/2 hours per week; the remainder of the training will be specialized according to the work areas or projects and will occur within the work group. Special attention will be given to team building during the week of pre-semester training.

UNIVERSITY OF MISSOURI-COLUMBIA

Career Planning and Placement Center
110 Noyes Building
Columbia, Missouri 65211
Telephone

## GOALS FOR CIPS TRAINING

| | | |
|---|---|---|
| (1) | **RELEVANCE:** | that we make a clear connection between the training content and the work we expect CIPS to perform |
| (2) | **CLEAR EXPECTATIONS:** | that we make clear from the beginning the time and energy we expect from the CIPS who are being trained and the staff who are doing the training |
| (3) | **INTENSITY/ EFFICIENCY:** | that we communicate our intent to cover a lot of material and develop numerous skills in a short, intensive period of time and through efficient planning and implementation complete the first stage of training by October 1 |
| (4) | **PERSONAL BENEFIT:** | that we make the training program relevant only to each CIPS' job performance, but also to their personal life and that by insuring that all learn the skills they will be advocating, they will have the skills to assist them in their own career planning |
| (5) | **APPROPRIATE STAFF INVOLVEMENT:** | that we use the director, coordinators, interns, graduate assistants, returning CIPS and support staff in ways that maximize their talents without overloading their time commitment |
| (6) | **PARTICIPATION:** | that we include those being trained in as many decisions as possible, that affect their training (i.e., content, method), especially in the design of their ongoing inservice training |
| (7) | **EXPERIENTIAL:** | that we continue to make the majority of our training "experiential" in nature |
| (8) | **INVOLVEMENT/ SPIRIT:** | that we promote an attitude regarding the Center as a positive place for working and learning and encourage activities that promote group cooperation, teamwork, and a healthy "spirit" in general |
| (9) | **ONGOING LEARNING:** | that we provide training beyond the intensive 6-week program and that it includes both opportunities to discuss actual job experiences and to explore new areas of interest |
| (10) | **EVALUATION:** | that we provide mechanisms to help us evaluate our training program in general and the progress of each staff member specifically, through pre-post measures, individual evaluations, feedback sessions, written competency, etc. |

UNIVERSITY OF MISSOURI-COLUMBIA

Career Planning and Placement Center

110 Noyes Building
Columbia, Missouri 65211

Telephone

## GOALS FOR CIPS TRAINING

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(10) EVALUATION: that we provide mechanisms to help us evaluate our training program in general and the progress of each staff member specifically, through pre-post measures, individual evaluations, feedback sessions, written competency, etc.

## ORIENTATION TRAINING

Goal #1. To build relationships among members of the Career Center Career Assistant staff.

Objectives: By the end of the first day of Orientation training, the C.A.'s will:

(a) have initiated relationships that will be drawn upon when co-leading groups and co-presenting programs.

(b) be able to comfortably ask questions and report problems among each other.

(c) offer needed informational and emotional support to co-workers on-the-job.

Goal #2. To provide the necessary information and skills training for the C.A.'s to be able to function on their own at the Front Desk.

Objectives: By the end of Orientation training the C.A. will:

(a) be familiar with all the policies and procedures related to the front desk operation.

(b) be knowledgeable about how to use the Procedures Manual.

(c) be knowledgeable about the frequently used library materials and how to instruct the students to use them.

(d) understand how and who to refer to counseling.

(e) have taken the Intake form and understand the purposes enough to communicate the rationale to the clientele.

Goal #3. To provide basic counseling skills training for the Career Assistants.

Objectives: By the end of Orientation training the C.A.'s will:

(a) be able to demonstrate effective listening skills (i.e., attending, paraphrasing and clarifying).

(b) have practiced the more advanced counseling skills (questioning, reflection and summarization).

(c) be knowledgeable about giving and receiving feedback.

Goal #4. To present the organizational structure of the Career Center.

Objectives: By the end of the Orientation training the C.A.'s will:

(a) have gained an understanding of how the Career Center fits into the UT system.

(b) be knowledgeable about which staff member of the Career Center is responsible for which service(s).
(c) have an understanding of the hierarchy.
(d) know how to refer to the other components (Counseling and Psychological Services, Learning Skills Center, and Telephone Counseling).

Goal #5: To present a basic theory of career development.

Objectives: The C.A.'s, by the end of the Orientation training will:
(a) have a basic understanding of the career development process.
(b) have read two articles about career decision making.
(c) demonstrate their understanding by role play.

Goal #6 To provide an overview of the DISCOVER program.

Objectives: By the end of the Orientation training the C.A.'s will:
(a) be able to explain to a student an overview of DISCOVER.
(b) have used DISCOVER II for at least one hour.
(c) have an understanding of how the Career Center uses DISCOVER.

Goal #7 To provide time for administrative issues.

Objectives: By the end of Orientation training the C.A.'s will:
(a) have an understanding of their job expectations and responsibilities.
(b) have negotiated their working hours.
(c) have an understanding of the renumeration procedures.
(d) understand the supervision procedure.
(e) have had an opportunity to ask questions or present concerns which have not been addressed.

Goal #8 To assess his/her own values and skills.

Objectives: By the end of Orientation training the C.A.'s will:
(a) have taken the Self Rating Checklist to assess their helping relationship skills.
(b) have participated in a career fantasy exercise.
(c) have taken the Self Assessment handout on skills and career related values.

Goal #9: To present the necessary information for the C.A.'s to have a clear understanding of Liberal Arts Placement.

Objectives: By the completion of Orientation training the C.A.'s will:

(a) be familiar enough with L.A. Placement that they can communicate accurate information to clientele.
(b) have the knowledge about the procedures for signing students up for Placement.
(c) are clear about the role which START students play in the Career Center.

Goal #10: To provide an overview of the Job Search Club

Objectives: By the completion of Orientation Training, the C.A.'s will:

(a) be able to communicate the overall content and purpose of the Job Search Club to clients.
(b) have the information about how to sign a client up for the J.S.C.

Goal #11: To provide an overview of the Job Search Clinic.

Objectives: By the end of Orientation Training, the C.A.'s will:

(a) have a thorough understanding of the contents of the Clinic.
(b) have read through the materials used for the Clinic.
(c) be clear about how their Intake role interfaces with the HRD interns.

## MERCER UNIVERSITY
## Course for Professional Assistants

1. January 10
Describe me - structure as we go - make changes
Getting Acquainted. Building a team.

Name
Personal Coat of Arms (Simon, Howe, Kirschenbaum, *Values Clarification,* 1972)
Team Building
Brainstorm - consensus on 10 helping skills needed by PA's.
Cave-In Simulation (*Values Clarification,* 1972)

2 January 13
Volunteer Macon
Janet Frost

3. January 14
Role and Function of a Student Helper
Description of training - May seem frustrating at times.
Know. personal; help to others.
Brainstorm characteristics of a successful, involved student at Mercer.
Sign individual ex. - Role model - what behaviors emulate.
Which three char. do you have - which one do I need
(Exercises from Edner, McCaffrey, Miller, *Students Helping Students,* 1979.)

4. January 15
Role continued
Write out definition of a Professional Assistant?
Share with class -
Write inclusive definition
Describe how training will fit in with the definition.
Brainstorm for responsibilities for PA's
Hand out the SDTI (Winston, Miller, Prince, Student Development Task Inventory, 1979. Address: Student Development Association, 110 Crestwood Drive, Athens, GA 30605)

5. January 16
Developmental theory
Score and interpret the SDTI
(Amy) Chickering's theory/Levinson (Barry)
(Levinson, *The Seasons of a Man's Life,* 1978)
(Amy) Gilligan's theory (Gilligan, *In a Different Voice,* 1982).
Life Maps - identify stages

6. January 17
Develop. Theory / Career Dev. Th.
"A Jury of her Peers" (Videotape: 5547 N. Ravenswood Ave., Chicago, IL 60640-1199-
-discussion (Developmental issues on campus)
Male/Female roles; fear of success - "Alligator River" (Values Clarification, 1972).
Career Dev. Theory
Holland - Self Directed Search
Super - (Crites, *Career Counseling,* 1981).

7. January 20
   3rd session - catch up and how can PA's help
8. January 21
   Beginning Helping Skills
   Advice giving vs. Sounding board
   Genuineness, unconditional positive regard, respect
   Stages of helping process
   Ineffective listening ex.
   Non-verbal communication.
   (Students Helping Students, 1979)
9. January 22
   Paraphrasing
   10-15 word sentences - repeat verbatim
   Talk about hindrances from listening
   Paraphrasing "What I hear you saying is. . ."
   Practice
   Open-ended questions (Students Helping Students, 1979.)
10. January 23
   Empathy
   Talk about what is empathy
   Differences bet. describing emotions and stating feelings.
   List of emotions
   Circle exercise - "You feel. . ."
   Practice in two's (Students Helping Students, 1979; Myrick, Erney, Caring and Sharing, 1984.)
11. January 24
   Interchangeable Responses
   Talk about the connection of thoughts and feelings - Self-talk.
   Interchangeable responses
   Summary in helping (Students Helping Students; Caring and Sharing, 1984).
12. January 27
   Practice Communication Skills
   Everyone practices being the helper; everyone presents a real concern.
   Feedback - 1st from helper; 2nd from client; 3rd from group
13. January 28
   Practice Communication Skills continuation
   If finished early, some values clarification or team building exercise.
14. January 29
   Goal setting
   Mini-lecture in goal setting
   Each student writes a goal for becoming a PA
   Group helps student determine behavioral objectives
   Think of a personal concern that involves a goal, but do not write it (Students Helping Students, 1979.)

15. January 30
Goal Setting continued
Dyads - helper helps client set goal and obj. using communication skills and goal setting skills.
Group problem - solving methods
Exercise - How to get students to take advantage of PA's services.

16. January 31
Assessment / Feedback
Formal vs. informal methods of assessment
Assessment and place in goal setting
Feedback - importance of and how to
Feedback exercise - entire group (*Students Helping Students,* 1979.)

17. February 3
Tapes Due - Schedule Ind. meetings for Monday Feb. 3 and Tues. Feb. 4.
Catch up - question and answer
Free day for PA's to do what they need to. . .

18. February 4
Ind. meetings

19. February 5
Ind. meetings

20. February 6
Presentation on "How to Plan and Implement a Workshop" (Sandy Hillis; Davis Palmour)

21. February 7
Study Skills-Time Management (Amy)
(Williams, Long, *Toward a Self-Managed Life Style,* 1979.)

22. February 10
2 topics - (Lynn)

23. February 11
2 topics - (Lynn)

24. February 12
How to Refer - Campus Resources
When to refer, Who to refer,
How to refer - follow up (*Students Helping Students,* 1979.)

25. February 13
Tape II Due
Go over tapes in class - they choose in 5 minutes segment from tape

26. February 14
Go over tapes

27. February 17
Valentine's Party

28. February 18
Orientation to Career Library
Hand out case study for them to investigate

29. February 19
DISCOVER (ACT Computer Program) as a group
Have them schedule individual appts. to go through program with someone (Amy)

30. February 20
Placement/Recruiters/Resumes - (Jeanne)
(Does Your Resume Wear Blue Jeans? by C. Edward Good; Paper Tiger by David V. Hizer and Arthur D. Rosenberg; Job Search Strategy for College Grads by Susan Bernard and Gretchen Thompson.)

31. February 21
Interviewing Skills (How to Turn an Interview Into a Job, Jeffrey N. Allen, J.D., C.P.C.)
Mock Interviews (Videotape Students; Knock'em Dead, Martin John Yate).

32. February 24
Mock Interviews (Videotape Students) (Jeanne)

33. February 25,
Career Development (Amy)

34. February 26
Stress Management - Game
(Tubesing, Tubesing, Eds., Structured Exercises in Stress Management, 1983).

35. February 27
Assertiveness (Barry)
(Bower, Bower, Asserting Yourself, 1976.)

36. February 28
Relationships (Barry)

37. March 3
3rd Tape Due - 5 minute segment - play to class

38. March 4
Tapes

39. March 5
Preparing to work (Amy)

40. March 6
Preparing to work (SDS staff)

41. March 7
Preparing to work (SDS staff)

42. March 10
Preparing work
Take-home Final Exam Due

43. March 11
Individual appointments

# Whitman College Career Center
# Paraprofessional Staff Training Agenda
# 1986-87

## FALL SEMESTER TRAINING

August

**Three-day Rafting Retreat**
- philosophy of the Center
- role as student leader
- team building

**Opening Week Activities**

September

**General Office Procedures**
- office policies
- information giving
- career development process
- scavenger hunt in Career Center
- question/answer role plays

**Alumni Conference**
- lunch with alumni volunteers
- "Beyond Lakum Duckum" alumni panel presentation

**Goal Setting**

**Computer Training**
- HPLIST computer training
- HPWORD computer training

**Leadership Skills**
- committee management
- leading effective meetings
- review committee member applications
- interview and place committee members

October

- dessert buffet and all-staff committee meeting

**Public Speaking**
- effective public speaking techniques
- Fall Visitors' Day presentation (experienced staff members)
- Parents' Weekend presentation (new staff members)

**Marketing and Writing Techniques**
- marketing/publicity strategies
- effective business letter writing

November

**Career Development Process & Job Placement Skills**
- career development: process skills, interests, and values
- career development: MBTI interpretation
- career development: Holland Code & SCII interpretation
- career development: informational interviewing & resume writing

**Fun Activity**
- "White Elephant" Christmas party

## SPRING SEMESTER TRAINING

January

**Special Career Related Programs**
- Interim guest panel presentations

**Student Development Theory**
- Student Development Theory: Chickering
- Student Development Theory: Perry

February

**Team and Trust Building**
- "Lifeline" exercise (three sessions)

**Three-Day All-Campus Leadership Retreat**
- Situational Leadership
- Conflict Management
- Behavior Analysis Theory

**Record Keeping**
- "Procedures Manual" guidelines
- annual report preparation

March

**Communication Skills**
- complete "Interpersonal Relationship Survey"
- Johari Window
- Giving and Receiving Feedback
- Feedback exercise (three sessions)

April

**Replacement of Retiring Paraprofessionals**
- interviewing and selection of new paraprofessionals
- job specific training by the retiring staff member

**Special Events**
- "Women's Education and Leadership" Symposium
- Visitors' Day presentation
- paraprofessional staff breakfast
- consulting visit presentation

**Evaluations**
- complete supervisor and self evaluations
- individual evaluation interview

May

**Appreciation of Differences**
- Carol Gilligan's theory: review and discuss JURY OF HER PEERS video
- Multicultural Differences
- review and discuss"TALE OF O": ON BEING DIFFERENT video
- Student Service Recognition banquet
- final paraprofessional party

# PEER PLACEMENT ADVISOR

## GOALS

Upon completing the Peer Placement Advisor training period you should be able to:

| | |
|---|---|
| -Understand placement office procedures and assist office staff when necessary | Unit 1 |
| -Demonstrate a working knowledge of the resources available in this office including the career library | Unit 1 |
| -Do individual resume critiques | Unit 5 |
| -Conduct an office tour | Unit 3 |
| -Effectively present the following seminars: | |
| Job Search | Unit 3 |
| Resume | Unit 2 |
| Interview Tips | Unit 4 |
| -Assist students with job search techniques and interview tips in individual appointments | Unit 3 & 4 |
| -Conduct and critique mock interviews (video taped) | Unit 5 |
| -Coordinate and conduct an informational interview | Unit 4 |

## PEER PLACEMENT ADVISOR UNIT #1: ORIENTATION

Each area of the office has its own methods and procedures for handling the paperwork function. An understanding of how the office works and the day to day operations is important for an advisor. It enables Peer Placement Advisors to more fully assist students using our services. Though clerical duties are not a primary Peer Advisor function, there are times when back-up assistance to the staff is necessary.

During Unit #1 you will also be working on the Scavenger Hunt. This is an exercise to do within the office. You can ask for help, if you are having difficulty with a particular question. The purpose of the exercise is to learn about and start using the resources within the office.

Objective: Become familiar with office policies, practices, and resources to effectively and accurately serve students.

Activities:
1. Participate in the functions of the records office.
2. Participate in the functions of the student employment office.
3. Participate in the functions of the front office.
4. Explore resources available in the career library and on the book shelves.
5. Complete the Scavenger Hunt with 100% accuracy.

## PEER PLACEMENT ADVISOR UNIT 2: RESUME PREPARATION

Objective: Prepare and lead a resume seminar in an informative manner, using effective presentation skills.

Activities: Read the section on resume preparation and cover letters in the "How to Look for a Job" booklet. Read Does Your Resume Wear Blue Jeans?

Choose three (3) sample resumes from three different career areas (with one area chosen by Team Leader) and evaluate their strengths and weaknesses in a group session.

Prepare your resume, using two different formats (one standard or chronological and one functional) for evaluation by the Team Leader.

Observe a minimum of two (2) resume seminars conducted by two different advisors, and view videotapes conducted by former Peer Advisors.

Conduct and collectively critique a video-taped mock resume seminar.

Co-lead a resume seminar.

Conduct a resume seminar.

## PEER PLACEMENT ADVISOR UNIT #3: JOB SEARCH

Objective: Prepare and lead a job search seminar. Conduct an office tour, explaining all the resources.

Activities: Read and collectively discuss:
What Color is Your Parachute? Bolles
Guerrilla Tactics in the Job Market, Jackson

Design an office tour. Be able to give a brief review of all books and resources within the office.

Observe a minimum of four (4) job search seminars conducted by at least two different peer advisors. View videotapes conducted by former advisors.

Conduct and collectively critique a video-taped mock job search seminar.

Co-lead a job search seminar.

Conduct a job search seminar.

Arrange and conduct an informational interview, with other Peer Advisors

## PEER PLACEMENT ADVISOR UNIT # 4: INTERVIEW TIPS

Objective: Prepare and lead an Interview Tips Seminar

Activities: Read and collectively discuss Sweaty Palms, Medley.

Observe a minimum of two (2) Interview Tips seminars conducted by two different advisors. View videotapes (ours and commercially produced videos).

Observe the Effective Interviewing Workshop at least twice.

Conduct and collectively critique a video-taped mock Interview Tips seminar.

Co-lead an Interview Tips Seminar

Conduct an Interview Tips Seminar.

# PEER PLACEMENT ADVISOR UNIT #5: INDIVIDUAL APPOINTMENTS

The majority of a Peer Placement Advisor's time is spent working with students in a one-on-one basis. In order to provide students with all the necessary information a Placement Advisor should be familiar with the resources and services available in the office.

Therefore, the information gained from the previous units will be beneficial to individual appointments. Be sure to sit in on as many appointments as possible with different Placement Advisors because each person has a unique style.

Objective: To be able to effectively assist students with job search skills, interviewing skills, and resume preparation in a one-on-one setting.

Activities: Observe a minimum of 20 individual appointments conducted by Placement Advisors.

Conduct a mock resume critique appointment.

Conduct a mock job search appointment.

Conduct a resume critique appointment with an observer.

Observe a minimum of 10 videotaped mock interviews.

Participate in practice mock interviews (videotaped)

1. As an interviewee
2. As an interviewer
3. As a critiquer.

Participate in a real mock interview with an experienced Peer Advisor.

Ask to sit in on appointments with professional staff to get a feel for how they work.

# PEER PLACEMENT ADVISOR

## TRAINING CHECKLIST Trainee's Copy

NAME ____________________ MO/YR ____________

COMPLETE

**Unit #1: Orientation**
- Records ________
- Student Employment ________
- Front Counter ________
- Explore Resources ________
- Scavenger Hunt ________

**Unit #2: Resume Preparation**
- Read "How to Look for a Job" & Does Your Resume Wear Blue Jeans? ________
- Group Resume Crit. ________
- Individual Trainee Resume
  - Standard Format ________
  - Functional Format ________
- Observed two (2) Resume Seminars ________
- Seminar Presentation
  - Video Taped ________
  - Co-Lead ________
  - Lead w/ Observer ________

**Unit #3: Job Search**
- Read "What Color is Your Parachute" ________
- Read "Guerilla Tactics in the Job Market" ________
- Design office tour ________
- Observed two (2) ________ Job Search Sem. ________
- Seminar Presentation
  - Video-taped ________
  - Co-lead ________
  - Lead with Observ. ________

COMPLETE

**Unit #4: Interview Tips**
- Read "Sweaty Palms" ________
- conduct an Info Interview ________
- Observed two (2) Interv. Tips Sem. ________
- Seminar Presentation
  - Video-Taped ________
  - Co-Lead ________
  - Lead W/ Observer ________

**Unit #5: Indiv. Appointments**
- Observed twenty (20) indiv. appointments ________
- Mock Resume Critique ________
- Mock Job Search ________
- Resume Critique with observer ________
- Job Search with observer ________
- Observed ten (10) mock interviews ________
- Mock Interview Presentation
  - Equipment ________
  - Interviewer ________
  - Interviewee ________

Evaluation: ________

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INDIVIDUAL APPOINTMENTS OBSERVED:

| PERSON OBSERVED | TYPE OF APPT. |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

MOCK INTERVIEWS OBSERVED:

| INTERVIEWER | CRITIQUER |
|---|---|
| | |
| | |
| | |
| | |

## PEER PLACEMENT ADVISOR
## TRAINING CHECKLIST Team Leader Copy

Name________________________ Starting date __________

DATE COMPLETED      COMMENTS

Unit 1: Orientation
  Scavenger Hunt

Unit 2: Resume preparation
  Group resume critiques
  Trainee's resume evaluation
  Resume Preparation seminar:
    video-taped mock seminar
    co-lead seminar
    lead with an observer

Unit 3: Job search
  Familiar with assigned readings
  Office tour
  Job Search seminar:
    video-taped mock seminar
    co-lead seminar
    lead with an observer
  Informational Interview

Unit 4: Interview Tips
  Familiar with assigned readings
  Interview Tips Seminar
    video-taped mock seminar
    co-lead seminar
    lead with an observer

Unit 5: Individual Appointments
  Mock resume critique
  Mock job search appointment
  Resume critique with observer
  Job search with observer
  Mock Interviews:
    as interviewee
    as interviewer
    as critiquer
  Mock interview with observer

ILLINOIS WESLEYAN UNIVERSITY
CAREER EDUCATION CENTER
PARAPROFESSIONAL CAREER EDUCATOR (PCE)
PRE-SEMESTER TRAINING

Tuesday, September 2, 1986---1:30 p.m. to 3:30 p.m.

I. Getting acquainted and re-acquainted--1:30 to 2:15
    Introductions
    Team Building Activity

II. Highlights from last year--2:15 to 2:30

    BREAK--2:30 to 2:40

III. What we do----and, Why We Do It This Way---2:40 to 3:30
    Role of the PCE----Organizational Structure
    What's Expected of a PCE
    Supervision and Training
    Helpers are People Too!
    Confidentiality and Ethical Standards
    Choosing Your Role For Next Year
    Personal Growth and Development

HOMEWORK WILL BE ASSIGNED AT THE END OF EACH DAY. THIS WILL USUALLY CONSIST OF SOME READING FROM THE TRAINING MANUAL AND SOME WORKSHEETS TO COMPLETE BEFORE THE BEGINNING OF TRAINING THE NEXT DAY. SOMETIMES RETURNING PCEs WILL HAVE ASSIGNMENTS WHICH ARE DIFFERENT. YOU ARE NOT EXPECTED TO SPEND MORE THAN 2 HOURS ON ANY OF THIS ASSIGNED HOMEWORK.

Homework for Wednesday, September 3---Read the following in the Manual
Description of IWU Career Education Center
pages to
Job Responsibilities and Roles
pages to

Wednesday, September 3, 1986---9:00 a.m. to 3:00 p.m.--Davidson Room, Memorial Center

Paraprofessionals from the Academic Skills Center will be joining us for the training today. There will be frequent opportunities to practice basic helping skills today.

I. Team Building Activity---9:00 to 9:45
II. Basic Helping Skills Training--9:45 to 3:00--LUNCH BREAK--11:45 to 1:00 (After each new topic is introduced, there will be an opportunity to practice the skills. We will also ask returning PCEs to do some demonstration role plays as we discuss skills and techniques).
    A. Attending Behavior
        1. Establishing Rapport
        2. Minimal Encouragement
        3. Open-ended Responses

B. Negotiating Understanding
   1. Paraphrasing
   2. Reflecting Feeling
   3. Summarization

C. Non-verbal Communication

D. Giving and Receiving Feedback

THE STAFF FROM BELOIT COLLEGE WILL BE JOINING US IN THE CENTER AT ABOUT 3:30. WE WILL BE MEETING TOGETHER FROM 3:30 to 7:30.

I. Get Acquainted and Recreation Time---3:30 to 4:30

II. Introduction to Working With Undecided and Exploratory Students--4:30 to 5:00

III. Picnic Supper---5:00 to 6:00--Franklin Park

IV. Profile Of An Undecided Student---What's it really like to work with Undecided and Exploratory Students?---6:00 to 6:20

V. Introduction to the Guidance Model of Helping---6:20 to 6:40

VI. Case Conference Demonstration---6:40 to 7:15

VII. Wrap-Up and Discussion---7:15

Homework: Please Read Manual Sections on Basic Helping Skills pages     to     and the section on Working With Undecided Students pages     to     before coming to training tomorrow. PLEASE NOTE THAT THURSDAY TRAINING DOES NOT START UNTIL 10:30.

Thursday, September 4, 1986---10:30 to 3:30

Today we will be practicing basic helping skills. We will have an opportunity to "try out" all of the counseling responses we discussed yesterday.

I. Discussion of Basic Helping Skills Training and the session on Working With Undecided Students---10:30 to 11:00
(This is the time to raise your questions/reactions/suggestions, etc.)

II. Practice Sessions---11:00 to 12:00
We will have video equipment available today in the Center. You will be able to tape some of your practice sessions. You may then view those tapes yourself and get feedback from the professional staff and other PCEs.

LUNCH----12:00 to 1:00

III. Practice Session---1:00 to 1:45

IV. Team Building Activity---1:45 to 2:15

BREAK----2:15 to 2:30

V. 30-Minute Counseling Session Practice (Undecided Student Role Play)
2:30 to 3:00

VI. Discussion---Evaluation of Helping Skills---3:00 to 3:30

Homework Assignment: Please Training Manual sections on Using Career
Information, pages to And the
section on Introduction to Life/Career Planning
pages to

Friday, September 5, 1986---9:00 to 3:30

OFFICE PRACTICE AND PROCEDURES---9:00 to 12:00

I. Role of the Receptionist---In-Take Counselor--Making Appointments and Referrals

II. Office Procedure
  Guidelines
  Rules and Regulations
  Scheduling Work Hours
  Credential Packets

III. Using the Career Resource Library

LUNCH---12:00 to 1:15

OUTREACH AND GROUP PROGRAMS---1:15 to 3:30

I. Overview of CEC Group Program
II. Exercises from Centering/Venturing
III. Discussion of the role of the group leader/facilitator
IV. Exercises from FOCUS
V. Planning Workshops---Co-Leading Workshops---Rehearsing---Completing Forms---Evaluations

Homework Assignment: Please read Career Campaign Strategies, pages to
in the Training Manual before Monday.

Monday, September 8, 1986----9:00 to 3:30

I. Team Building Activity---9:00 to 9:45

PLACEMENT AND RECRUITING---9:45 to 12:00 (location of morning session to be announced)

II. Work of the P & R Team (last year's team members)
III. General Placement Information
  A. On-Campus Recruitment
  B. Resume Writing
    BREAK--10:30 to 10:45
  C. Job Correspondence---Application Letters, Letters of Inquiry, Thank-You Letters, Follow-up Letters
  D. Interview Skills
  E. Interview Demonstration

LUNCH BREAK---12:00 to 1:15

AFTERNOON SESSION WILL MEET IN THE CAREER EDUCATION LIBRARY

IV. Practice Mock Interviews---1:15 to 1:45

V. Closure Activity and Wrap-up---1:45 to 3:30

   A. Summary and Reactions
   B. Questions
   C. Team Building Activity (end-of-the-week closure)
   D. Evaluation

PLEASE BRING YOUR TRAINING MANUAL TO ALL TRAINING SESSIONS. WE WILL BE ADDING MATERIALS TO THE MANUAL ALL WEEK.

PLEASE BE PREPARED TO START YOUR WORK WEEK ON TUESDAY, SEPTEMBER 9. You will not be expected to schedule your regular work hours, but, I hope each of you will be able to work 5 to 6 hours during the first week of classes.

## SEQUENCE OF SKILLS TRAINING FOR

## PARAPROFESSIONAL CAREER EDUCATORS
## ILLINOIS WESLEYAN UNIVERSITY

I. Orientation to Career Education Center Services and Staff

II. Introduction to Life/Career Planning basic theories
- Bolles, Holland, Campbell, Figler, and others

III. Introduction to Basic Helping Skills
- attending behavior
- open-ended responses
- paraphrasing
- reflecting content and feeling
- summarization

IV. Working with Exploratory Students
- Role of the helper/paraprofessional
  - Interviewer
  - Assessor
  - Conceptualizer
  - Facilitator
  - Evaluator

V. A Model for Career Decision-Making
- exploration
- generating alternatives
- predicting outcomes or consequences
- choosing
- planning action steps

VI. Career Education Center Management
- Role of the Receptionist
- Image of the Career Education Center and its staff
- Basic office procedure and practices

VII. Using Career Information
- The Career Resource Library
- Community Resources--the information interview
- Other Campus Resources

VIII. Introduction to Career Campaign and Job Search Strategies
- Resume Writing
- Interviewing Skills (mock interviews, feedback)
- Conducting a job search
  - generating alternatives
    - information interviews
  - letters of inquiry, thank-you, and follow-up
  - making career decisions and choices

IX. Interview Techniques

X. Confidentiality

XI. Referral Skill

XII. Goal-Setting
    long-range goals
    short-range goals
    objectives (SPAMO)
    assessing progress toward goal achievement

XIII. Time Management

XIV. Basic Helping Skills (part II)

XV. Assertive Communication (2 sessions)

XVI. Group Leadership Skills (2 sessions)

XVII. Life/Career Planning (part II)--emphasis on self-assessment and values clarification

XVIII. Stress Management

XIX. Planning Structured Workshops

XX. Computerized Information Systems and Career Planning

XXI. Standarized Tests & Career Planning

Earlham
COLLEGE

# CAREER PLANNING AND PLACEMENT CENTER TOUR GUIDE

The purpose of the GROUP TOUR is to give a brief overview and a warm welcome to make use of our resources. It is not designed to take the place of the interview.

The size of the group tour is up to each paraprofessional. Experiment with different sizes to see which is the most comfortable for you. Length of the tour shouldn't exceed 15 minutes, although you should encourage the students to remain and ask questions and to browse through our resources.

STRUCTURE OF GROUP TOUR (in this sequence)

1. DEVELOP RAPPORT. Get those warm vibrations flowing, engage in some small talk to allow students to get comfortable, and perhaps get to know each other a bit.

2. INITIATE INFORMATION. You might ask each student, in turn, to introduce him/herself -- and say a few words about yourself, too. Don't probe too deeply at this point, but some basic facts - where students are from, major (or leanings), possible career choices, extra-curricular activities, etc. - are helpful.

3. EXPLAIN THE PURPOSE OF THE GROUP TOUR. This is essential, so don't omit or forget. Use your own words and keep it brief, but make sure students understand why you are doing what you are doing.

   Example: I want to introduce you to Career Planning and Placement services.
   You are welcome to use our resources. Let me briefly show you how.

4. SERVICES. Explain briefly the major services. Not all. Doesn't have to be comprehensive, but you want to get them "intrigued."

   Career Counseling
   Internships
   Vocational Testing
   Scholarships/Fellowships
   Summer/Part time jobs
   Recruiters

5. CAREER RESOURCES. Walk them around the Center to examine the resources. Move from general to specific, pointing out useful books and files. Don't overload but don't be too simplistic either.
   Leave each student with one specific resource which you feel will be of value and importance to their particular interests. If they see at least one valuable resource, they will come back for more.

   Cover:

   -- Books on shelves (feature a couple)
   -- Books over files
   -- File drawers (explain how to use and make them feel welcome to do so. Students are often hesitant to plow through office files).

Career Planning and Placement Richmond, Indiana 47374 (317) 983-1232

-- Glass display items and binders (show them what specific jobs are presently open to graduating students to give the concrete impression that there are indeed exciting and real jobs out there for liberal arts graduates).

-- Miscellaneous publications (COMMUNITY JOBS, THE NATURE PEOPLE, OVERSEAS ACADEMIC OPPORTUNITIES, 1986 INTERNSHIPS, 1986 SUMMER JOBS, BREAKING IN, etc.)

6. BREAK at this point for some questions.

7. DO ONE CASE STUDY. That is, pick one student from the group and demonstrate specific resources that relate directly to that student's career interests. Explain that this process would be similar no matter what the interest, but you want to give an example of how to move to more specific resources.

8. Sit down and take time for QUESTIONS AND DISCUSSIONS. Prepare yourself for the possibility that there may be no initial questions. (i.e., "Which of these resources seem most relevant to your interests? Why?")

9. Tell students how to contact Career Planning or yourself for personal follow-up. Ask if any would like to make an appointment right now.

10. Thank them for coming and invite them to return as often as they want.

:1986

Earlham
COLLEGE

## CAREER PLANNING AND PLACEMENT
## INTERVIEW GUIDE: PARAPROFESSIONAL COUNSELOR

I. 1. MOST IMPORTANT--spend some time establishing rapport, confidence, and trust. Low key, relaxed state between you.

2. EXPLAIN REASON YOU ARE INTERVIEWING STUDENT:
   a. "to stimulate your thinking about..."
   b. "to give you an opportunity to 'think out loud' with a trained resource person..."
   c. "to inform you about CP&P resources and help you be aware of information we have which you can use..."
   d. "to learn about your interests, so we can better prepare to serve your needs..."

II. BASIC INFORMATION. To initiate give-and-take style, find out where counselee is from, if resident or commuter, etc.

1. Major (and possible alternatives, direction student is leaning).
2. Kinds of summer and part-time work experience (if none or unrelated to future plans, STRONGLY ADVISE).
3. Activities, interests, hobbies, extra-curricular activities, find out about who this person is, get at identity and self-concept.
4. Off-campus experience--i.e., work term, internships, volunteer, etc. Has student taken any initiative to become involved in experiences which expose him/her to working world, role models, etc.?

III. VOCATION

1. "What career possibilities are you thinking about for the future?"
2. "Are you considering additional education beyond college? level? program? schools?"
3. "What kind of back-up plan have you thought about if your first choice doesn't work out?" If none, stay on this track and encourage student to consider alternatives, variations, options, and back-up plan.
4. "If you could create your own ideal job, what would it look like?"
5. "Tell me about a few of your major life goals" (Doesn't have to be related to "work," i.e. write a book, master a language, travel to Lithuania, learn pottery). Help student to articulate SPECIFIC goals, not general like "be happy." If you get that kind of general response, counter with something like "what makes you happy?" or "what is happiness to you?"

:1986

WHITMAN COLLEGE
CAREER CENTER

# OPTIONS FOR TRAINING
# CAREER CENTER STUDENT COMMITTEES

NAME: ______________________________

COMMITTEE: ______________________________

In column A, please put a (+) by the topics that would be helpful to you. Place a (-) by the topics that would not be as helpful.

In column B, rank order the ten most helpful topics to you as a leader. Place a (1) by the most helpful topic, (2) by the next most helpful, etc.

| A | B | |
|---|---|---|
| | | leading effective meetings |
| | | leadership styles |
| | | time management |
| | | group dynamics (those involved in managing a group) |
| | | individual and group communications |
| | | committee management: recruitment, retention and rewards |
| | | individual and group goal setting |
| | | budgeting and record keeping |
| | | legal considerations |
| | | motivational theories |
| | | decision making |
| | | needs and wants assessment |
| | | business correspondence |
| | | team building |
| | | history, philosophy and purpose of your organization |
| | | relationship of your organization and the college |

_____ _____ leadership ethics

_____ _____ your role as a student leader/helper

_____ _____ managing campus resources

_____ _____ conflict management

_____ _____ program planning

_____ _____ student development theory/and Student Development Task Inventory Group Interpretation

_____ _____ assertiveness training

_____ _____ listening skills

_____ _____ test of androgony

_____ _____ how to lead a workshop

_____ _____ public speaking

_____ _____ Myers Briggs Type Indicator Group Interpretation

_____ _____ Strong Campbell Interest Inventory Group Interpretation

_____ _____ women in power

_____ _____ history of Career Center

_____ _____ Other:______________________________

_____ _____ Other:______________________________

_____ _____ Other:______________________________

Comments:

Items for Inclusion in a:

## SCAVENGER HUNT IN A CAREER CENTER

(Paraprofessional training material taken in part from Lehigh University, Portland State University, the University of Oregon, University of Rhode Island, Vassar College, and Whitman College)

Where would you direct a student who wanted specific information on a variety of majors?

What is the Employment Register and how does one go about getting on it?

How do you access Holland Code information?

What is the D.O.T. and how is it used?

"I want to work in Boston. What resources do you have to help with my job search?"

Where would you refer a student interested in teaching overseas?

What is a placement file and how can one be set up?

Where would you direct someone intererested in salary information?

"I want an internship this summer. What do I do?"

"I want to do some information interviewing with psychologists in New York. What do I do?"

"I want to work for the government in Washington, D.C. this summer--maybe with a lobbyist. Where do I start?"

"Can you give me a list of the better graduate programs in applied mathematics?"

"I want to do some volunteer work in Southern Vermont dealing with environmental protection in some way. What agencies could I contact?"

Name two organizations listed on the Recruiting Calendar that require: (1) U.S. citizenship only, (2) biology and chemistry majors, and (3) May graduates.

Name four magazines we distribute free of charge.

How can we help a first year student?

Under what conditions do we serve alumni?

"I need to get my resume typed."

How are the corporate literature files categorized?

Name the workshops offered on a weekly basis.

What is the Seattle Recruiting Event and how can a student get involved in it.

"I want to major in psychology, but my folks want me to major in computer science."

"What are the requirements for getting into medical school?"

"Where can I take one of those tests?"

"Why can't I check this out?"

"I'm graduating next month. What can this place do for me?"

"How can I get on with Hewlett Packard?"

"What professional associations should I consider joining with an interest in public relations?"

"What's the difference between an internship and an externship?"

Whitman College
Career Center
Staff Development
1983-84

# GOAL SETTING AND OBJECTIVE WRITING

## FIVE RULES FOR GOAL-SETTING

I. Goals should be PERSONAL and OWNED by the individual(s) involved. Seeking to achieve someone else's goal is not terribly meaningful and will likely never be accomplished.)

II. State goals POSITIVELY rather than negatively. (You attract what you think.)

III. Goals should be WRITTEN and GENERAL. (Writing crystallizes thought: forces you to keep on track and concentrate.)

IV. Goals should be COMPATIBLE, ATTAINABLE, and REACHABLE. (Each of us is born to shape a destiny for ourself. The depth and the extent of that destiny is measured by the personal goals we set.)

V. Goals should include some BASIC PERSONALITY CHARACTERISTICS. (Often some behavior modification is necessary to reach a goal. Too often the cry is to have and not to be.)

## CHARACTERISTICS OF GOOD OBJECTIVES

I. Is realistic and obtainable.

II. Covers only one issue or responsibility.

III. Is fair to others involved: i.e., reasonable, not beyond job limits, causes others to grow.

IV. Is in written form.

V. Clearly fixes accountability for completion of the task.

VI. Expresses results to be attained in one or more of the following:
a. Quantity, b. Quality, c. Time and d. Cost.

VII. Covers only those job or situational factors over which the contractors (goal-setters) have control.

VIII. Involves only the major job responsibilities or issues related to the situation.

IX. Guarantees that measurement is possible by both the contractor (goal-setter) and the person to whom he or she reports.

X. Carries a priority rating as to relationship to other objectives.

## OBJECTIVE WRITING PROCESS

I. Identify the overall goal and state it in written form.

II. Identify the specific behaviors (results) which would satisfy both the contractor (goal-setter) and the consultant (facilitator) that the goal has been achieved and list them in written form.

III. Write a statement for each behavior (specific result) which clearly describes the nature of the quality, quantity, time, or cost required for minimal acceptance.

IV. Evaluate the written statements by determining whether all involved agree that the goal will have been achieved when the specified results are accomplished.

# INTERVIEW GUIDE: STUDENT CAREER ADVISORS

1. Overview
    - A. Most Important--spend some time establishing rapport, confidence, and trust. Get a good "feel" for each other.
    - B. Explain why you are interviewing student:
        1. "to stimulate your thinking about..."
        2. "to inform you about the Career Center's resources and help you be aware of information we have which you can use..."
        3. "to serve as a resource and guide for you as you begin this complicated business of career planning."
        4. "to learn about your interests, so we can better prepare to serve your needs...."

II. Basic Information. To initiate give-and-take style, find out where the counselee is from, if resident or commuter, etc.

- A. Major (and possible alternatives, direction student is leaning).
- B. Kinds of summer part-time work experience (if none or unrelated to future plans, STRONGLY ADVISE.)
- C. Activities, interests, hobbies, extra curricular activities--find out about who this person is, get at identity and self-concept.
- D. Off-campus experience - i.e. work term, internships, volunteer, etc. Has student taken any initiative to become involved in experiences which expose to working world, role models, etc.?

III. Career

- A. "Do you know what kind of career you are interested in?" If no, "What kind of possibilities have you considered?" Follow this track in order to get a handle on some career clusters. If yes, "Tell me something about your ideas and goals."
- B. "Are you considering additional education beyond college?" Level, program, schools? Realistic perception of difficulty in getting in? Staying in? Realistic understanding of worth and value of advanced degree?
- C. "What kind of back-up plans have you thought about if your first choice doesn't work out?" If none, stay on this track and encourage student to consider alternatives, variations, options, and back-up plan.
- D. "Tell me about four or five of your major life goals" (do not have to be related to 'work'), i.e., write a book, master a language, travel to Lithuania, learn poetry--Help student to articulate SPECIFIC goals, not general like "be happy." If you get that kind of general response, counter with something like "What makes you happy?" or "What is happiness to you?"

COLORADO COLLEGE, 1984

IV. Affective Domain

A. "How do you feel about your life plans at this point?"
  - --if response is negative or confused, "does that bother you?"
  - --"should unsure plans bother you?"
  - --"when do you expect to figure out your life plans?"
  - --follow this track if it seems productive--don't over-do it, though.

B. "One of the principles we operate on is that successful career choice lies in fulfilling self-concept. In other words, if what you do is in harmony with who you are, fulfillment is more likely."
  - --How would you evaluate your understanding of your interests, abilities, strengths, and weaknesses?" (If student expresses a desire to work on this or wishes increased understanding, don't let that hang. Work on it with student or refer--it's an important signal!)

C. "Do you feel that you have a pretty good idea of the future job market in your area?" Test out tactfully to see if affirmative responses are indeed correct. If student doesn't have a good idea, help her/him in this area. It is important information upon which a decision may be made.

D. "Do you feel you have a pretty good idea of the things employers look for in workers in your field?" (i.e., enthusiasm, willingness to learn, experience, special courses, leadership, etc.) Follow this track if student is unsure. Encourage student to find out (and help him/her do so) since this is a major weakness in our students.

E. "What factors are important to you in a job?" (i.e. money, service, challenge, power, prestige, etc.)

F. "Limitations for future plans?" (i.e., health, family, commitments, boyfriend, etc.)

V. Cognitive Domain

A. "What career guidance resources are you presently aware of to help you find information about jobs or graduate programs?"
--if student is not aware of any or many, ask if student would know how to go about finding them. Pursue briefly. Here you become the enabler, helping the student to help himself.

B. "Have you talked with anyone else about your career plans?" (i.e., advisor, a faculty member, roommate friend, counselor, dean, career counselor). Encourage the student to talk further with others--ideas and information come from talking and thinking out loud. Reinforce that this is the time, in early years to be thinking and formulating more specific ideas.

VI. Next steps

A. If you feel comfortable doing so, arrange a follow-up meeting in the Career Library to look over resources, or,
B. Refer to appropriate professional on campus. Be sure to PERSONALLY follow up all referrals, both with the student and with the professional. Or,
C. Conclude the interview by next step...

VII. Explain Career Center services

A. Explain where we are located (Ticknor, Lower Level, South Entrance) and how students should feel free just to come and browse.
B. Career counseling and interviews. Personalize this by giving some of your impressions about Nancy and how she might be of some help.
C. Interest testing--used in conjunction with counseling upon request. Not always helpful and only given when we suspect it will be useful.
D. *This Week* and *The Career Bulletin.* Encourage students to read both.
E. Library/Files/Printed Resources in the Career Library. Explain briefly where they are and how to use them.
SUGGESTION: Refer to ONE SPECIFIC RESOURCE which you feel might be useful to that particular student and recommend they come take a look at it. This might stimulate continuing relationship.

VIII Closing.

A. Tie up any loose ends.
B. Let the student know that you personally are available if (s)he wants to work together or see you again.

C. Get closure. That is, either conclude the interview with no further action recommended OR if you feel further action is needed, state it in specific terms (i.e., "Why don't we get together again next Thursday at this same time and talk some more?")

D. Watch your closing. Be friendly and polite, thank the student for his/her time, offer future help (i.e., "Let me know if I can be of further help")

IX. Record Keeping

A. Check student's name off your list and date it.

B. Immediately following interview, isolate yourself and make notes on the Interview From about the interview. Also, note some of your impressions, feelings, and recommendations.

C. Mark time spent on your time sheet. Add time for preparation, interview, follow up and notes; add any other time you spend as an SCA. If you have any questions about borderline time, see Nancy for clarification.

D. Take a deep breath and feel good--you just did something very important! Learn from mistakes but concentrate on future, not on the past if the interview did not go well. If you feel good about two out of three of your interviews, you're doing great!

## COMMON QUESTIONS STUDENTS ASK

| needs help with: | Probe | Inquiries | Resource |
|---|---|---|---|
| hoice of major | What kind of assistance are you needing in relation to choosing a major? | Would it be helpful for you to speak with one of our counselors? | Counselor<br>Discover<br>Reference material in library |
| 2. Choosing a career | What kind of assistance are you needing in relation to choosing a career? | Will this information be sufficient, or would you like to talk with one of our counselors? | Counselor<br>Discover<br>Library |
| 3. Taking a test (Interst test) | What kind of information are you hoping to learn from taking a test? | Have you talked with a a counselor about this? | Counselor |
| 4. Test Interpretation | After you have the results interpreted, is there any other kind of assistance you may be needing? | After you have the results interpreted by the carromate, would you like to speak with a counselor? | Carromate<br>(Sound on Slide*)<br>Counselor |
| 5. Market Trends | What kind of information are you looking to find? | Will this information be be sufficient, or would you like to talk with one of our counselors? | Library<br>Counselor<br>Video-tape file on market trends* |
| 6. Developing a resume | What kind of assistance are you needing in helping you to develop your resume? | Would it be helpful for you to talk to a counselor? | Library<br>Workshop<br>Counselor<br>Learning Station* |
| 7. Conducting a job search | What kind of assistance are you needing related to conducting a job search? | In addition to the information you are asking for, would it be helpful for you to talk with one of our counselors? | Library<br>Workshop<br>Counselor<br>Learning Station* |
| 8. Understanding how to assess skills | What kind of assistance are you needing to help you assess your skills? | Would it be helpful for you to talk with one of our counselors about this? | Counselor<br>Discover<br>Learning Station*<br>Workshop |

Career Center
University of Texas-Austin

| Students need help with: | Probe: | Inquiries: | Resource: |
|---|---|---|---|
| 9. Developing a job search letter | What kind of information would be of assistance to you in your job search? | Are there any aspects of your job search which you feel a counselor could be of assistance? | Workshop<br>Counselor<br>Learning Station*<br>Library |
| 10. Career Information | What kind of information are you wanting to know about ------ career? | In addition to the information you are seeking, would you also like to talk to a counselor about this? | Library<br>Counselor |
| 11. What the Career Center can to help? | What kind of information are you looking for? Or, show them a brochure and encourage them to ask about questions or services they may want | In addition to this information, would you like to see a counselor? | Brochure<br>Library<br>Counselor<br>Sound slide* |
| 12. Confused about why I am in school | | Would it be helpful to you to see one of our counselors? | Counselor |
| 13. Credentials File | Are you needing any other kind of assistance related to career search? | Would it be helpful to you to see one of the counselors? | Linda(CredentialsFile)<br>Counselor |
| 14. Signing up for an interview | Do you need any other information about interviewing? | " " | Linda(if you have ?'s)<br>Front Desk<br>Library<br>Counselor |
| 15. Mock interview | Have you spoken to a counselor yet? | | Counselor |
| 16. Other | Clarify their question | Ask if they would like to see a counselor | Counselor |

Client eligibility--UT students
students currently accepted into UT
people who have attended UT within past 2 years
UT faculty & staff on one-time basis only

*= not available at this time

## SMALL GROUP LEADERSHIP AND MANAGEMENT SKILLS

During the year, all CEC professional and paraprofessional staff members facilitate small groups. These are usually semi-structured groups covering a wide variety of topics. Some of the programs are custom-designed for special populations and the content of others is general enough to appeal to the needs of the total student body. Size of the group may range from 45 to 5 depending on the topic and workshop format. Examples of programs are: Centering/Venturing, Dual-Career Couples, Search Techniques for Summer Jobs, Second Time Around: Information on Second Interviews, A Look at Study Abroad, Professional Practices in the Work Place, Responsible Assertive Behavior, Dress for Success, Discovery: A series of Seminars on Career/Life Planning, Networking, Black Women in the Working World, Being Prepared--Resume Writing, CEC Information Sessions, What Can I Do With a History Major, Interviewing.

Each year we attempt to assess student need and respond appropriately to requests from both students and faculty. Group is the preferred service delivery mode in the CEC because it not only represents a very economical use of our staff resources but we believe students receive a great deal of benefit from interacting with peers who have similar issues and concerns.

### Group Development

The following dimensions are presented as ideals and describe how an ideal group might function. By being aware of the difference between the characteristics of an ideal group and the way in which the group with which you are working is functioning, you can pinpoint those areas needing improvement. Group goals must be clearly understood and relevant to the needs of the group members. If group goals are not understood or are not relevant, you will have a low level of commitment on the part of group members. Group members need to be able to communicate their thoughts and feelings accurately and openly. Work hard to establish cohesion. Cohesion is related to each member's desire to continue as part of the group, satisfaction with the group, and the level of acceptance and trust in the group. Participation and leadership should be distributed among members when possible. Each person must be free to share their own ideas and listen to the ideas of others. Equal participation and often shared leadership are necessary to make certain that all members are involved in, and satisfied with the group.

### Leader/Member Roles

Your goal as a small group leader in skill-building sessions and discussion groups is to assist students in obtaining and integrating information and experience. The specific facilitation skills outlined here should be seen as guidelines and suggestions only, and not as rigid rules. You will learn from training and experience as a PCE how to apply and modify these skills to fit with your own personal style and the specific work that we do with students in the Career Education Center. The Pfeiffer and Jones Handbooks for Group Facilitators and Johnson and Johnson Joining Together: Group Theory and Group Skills are excellent sources of information.

## Some Basic Skills of Small Group Leadership

You may find these skills useful in facilitating Centering/Venturing, Career Exploration Groups, Career Campaign Strategies Groups, Dual-Career Couples Workshops, Discussion Groups with On-Campus Recruiters, Departmental Workshops on Resume Writing, or Special Interest Workshops.

1. Self-presentation
    --Your manner of presenting yourself will affect the way the group interacts. The members will take many cues from you as to the appropriate way to behave in the group.

    --Own your own feelings and thoughts; you can be a "real person" too, as well as a leader and model for effective communication.

2. Establish a climate for the work to be done
    --Show interest and enthusiasm for the work you are doing in the group.

    --Create a congenial atmosphere.

    --Introduce yourself and allow others to introduce themselves.

    --Call members by name (use name tags if the group is large).

3. Explain and specify the task

    --Explain your role as leader

    --Define the purpose of the task of the group in specific terms, set common, realistic expectations.

    --If appropriate, encourage questions, comments, and feedback.

    --Be specific about what the group members will be expected to do and why.

    --Set and keep track of time limits. Help the group to productively use the time available. Start and end your group on time.

4. Encourage participation

   --Let members know that their ideas and opinions are valued and important. Listen actively to comments of all group members. Let participants see, by your example, the importance of active listening.

   --Encourage low activity members to contribute by showing interest in their views.

   --Have several relevant stimulus questions ready to engage participant's interest.

   --Show respect for opinions of all participants without person-directed evaluation or criticism. Frequently re-direct members' questions to the group rather than trying to answer them yourself.

   --Give everyone a chance to express themselves.

5. Clarify and summarize (Do often--Don't wait until the end of the session.)

   --Restate your understanding of what has been said by an individual or by several group members in common.

   --Ask members to restate what they have said for purposes of clarification.

   --Occasional summaries help to keep the group on course.

6. Attend to and acknowledge participation

   --Keep good eye contact with group members and an alert, relaxed posture.

   --Show verbal and non-verbal following, e.g., "Um-hum," or nod head, or "I see," etc.

   --Acknowledge member participation; e.g., "Thanks for your comments."

   --Capitalize on the interests exhibited by members. Follow with questions they can answer from experience.

7. Respond to content and feeling

   --Be aware of and respond to both content and feeling dimensions of the student's statements.

   --Capture the essence of one or more members' contributions so that all members of the group may hear more accurately what was said.

8. Link and Pair

--Pay close attention to the contributions of individuals, to the flow of the discussion, and to the "between the lines" issues.

--Note similarities and differences among group members' thoughts and feelings.

--Relate thoughts and feelings to group task or the way the group is working.

--Linking reinforces participants' good ideas, confirms them, and makes for group cohesion.

9. Deal with difficult group members

--Difficult member behaviors may be challenging, resisting, dominating, disrupting or distracting.

--Confront difficult behavior. Point out how goals of the group are not being met.

--Avoid censure. Don't label or classify the person--focus on the behavior.

--Point out the effects of the dysfunctional behavior. Sometimes the member is unaware of the negative impact.

--Suggest alternative behaviors which will lead to more productive, satisfying participation for the member as well as the rest of the group.

10. Close the group

--Briefly summarize what the group has done and how goals are met.

--Let the group know what they are to do next.

--Give directions for future activities, if any.

--Thank group members for their participation.

### Tips for Discussion Leaders

Some things to do: (some ideas adapted from Trimble, 1980)

1. Plan with examples in mind. Examples which draw upon the student's needs and interests will increase the likelihood of learning.

2. Spell out, repeat, and emphasize. Key points should be made near both the beginning and end of the session.

3. Learn members' names as quickly as possible. Use names when addressing members--first names.

4. Help all members to participate.

5. Make people as comfortable as possible--e.g. adequate ventilation and lighting, a comfortable arrangement of the room.

6. Keep the students involved in possible. Learning should be active, not passive. Trible (1980) says that learners remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they say as they do a thing.

7. Attempt to attune yourself to "listen" for the feelings as well as the ideas of members; listen for what is behind the remark as well as the remark itself.

8. Accept the feelings and ideas of all group members.

9. Do not be trapped into over-reacting to the needs of specific individuals; look mainly at the overall group atmosphere.

10. Use "we" instead of "I" or "you;" encourage by manner and speech the concept of "we are working together as a group."

11. When disagreement occurs, turn the discussion to the group for a solution.

12. Give students time to absorb, accept and practice applying new learning. If possible allow time for practice in the group.

13. Be sure that there is a chalkboard or newsprint that is easy to see and near enough to use if you need it.

Additional group leadership training will be provided during the year. There is material on group member roles and some of the things to look for as you observe groups in progress in the skill-building section of this Manual.

*From: A TRAINING MANUAL FOR PARAPROFESSIONAL CAREER EDUCATORS, Betty Green Rademacher, Illinois Wesleyan University, 1982 (Unpublished Manual)

# BASIC INDIVIDUAL HELPING SKILLS

Interactions between PCEs and other students who use the Career Education Center may be either mutually satisfying and effective or ineffective and possibly harmful. The very first step in helping others is to learn to relate well or to establish good rapport. If you can show understanding, caring, respect, and acceptance, then you increase the chances that the other person will feel capable, important, and "OK" about themselves. The purpose of helping is to meet the needs of the student seeking help--not the needs of the helper. Our goal is to enable students to assume responsibility for themselves and to make their own life/career decisions. Therefore, effective helpers neither solve students' problems nor reassure them merely to make them feel better. You, as a helper, can facilitate the acceptance that makes desired changes and growth possible.

## SKILLS NEEDED IN BUILDING HELPING RELATIONSHIPS

Some of the paraprofessional training materials developed by R. James Clack (1976) will be used in building helping relations skills. For additional information on helping skills read Ivey (1971), Benjamin (1969), Egan (1975), Ender, McCaffrey, Miller (1979), D'Augelli, D'Augelli, and Danish (1981), and Trimble (1980)...

### Characteristics of Effective Helpers
(Barbara Okun, Effective Helping Interviewing)

A. Tend to view people as able rather than unable, worthy rather than unworthy, motivated rather than unmotivated, dependable rather than undependable.

B. Effective helpers view themselves as competent rather than incompetent, identify with others rather than feel apart from others, feel trustworthy rather than untrustworthy.

C. Are more directed toward people than things and tasks.

D. Are able to communicate acceptance of others as worthwhile persons, regardless of who they are or what they do or say.

E. Evidence congruence between their words and actions.

F. Tend to be real, sincere, honest, and clear.

G. Are able to be empathic.

H. Can communicate their own understanding and concern.

I. Can be accurate, clear, specific, and immediate in their responses to the statements of others.

J. Have an adequate knowledge base in the content area (career education).

K. Can disseminate appropriate information in a clear, accurate, and concise manner.

## Non-helping Behaviors

### VERBAL

- Advice giving
- Extensive probing and questioning - especially why" questions
- Directing, demanding
- Patronizing attitude
- Overinterpretation
- Using words the other person doesn't understand
- Straying from the topic
- Intellectualizing
- Placating
- Blaming

### NON-VERBAL

- Not maintaining eye contact
- Sitting far apart or turned away from the student seeking help
- Frowning
- Tight Mouth
- Shaking or pointing finger
- Distracting gestures
- Yawning
- Unpleasant tone of voice
- Too slow or two fast rate of speech

## HELPING BEHAVIORS

### VERBAL

- Uses understandable words
- Reflects back and clarifies other person's statements
- Appropriately interprets
- Summarizes
- Uses verbal reinforcers
- Calls student by first name
- Appropriately gives information
- Uses humor occasionally to reduce tension
- Is non-judgmental

### NON-VERBAL

- Pleasant tone of voice
- Maintains good eye contact
- Occasional head nodding
- Facial animation
- Occasional smiling
- Occasional hand gesturing
- Appropriate physical proximity
- Moderate rate of speech
- Body leans toward person seeking help

Adapted from: Brammer, Lawrence, Helping Relationships Process and Skills. New Jersey, Prentice Hall, 1973

# ATTENDING BEHAVIOR

Effective communication is two-sided. There must be dialogue. If you speak to me, what do you expect in return? You probably expect that I will listen to you carefully and that I will in some way let you know that I understand what you are saying. The first step in communicating (and the one that we will pay most attention to in this section of the Manual) is letting the other person know that you are paying attention to them. Poor attending and poor listening result in poor understanding. Sometimes when you say, "you're not listening to me," the person can repeat back to you every word you said. However, you may still feel that they weren't with you--that you didn't have their attention--that they weren't involved. Somehow their attending behavior did not communicate understanding.

As you learn to work with students in the Career Education Center, it is important to remember that you body plays an important part in communication as does the tone of your voice. Attending behavior includes posture, eye contact, and accurate verbal following. When you are talking with students and they are discussing career concerns with you, your body posture should convey that you are open to hearing what they say, that you care about them, and that you are interested in their career concerns. It is helpful to assume a comfortable and relaxed posture, neither too straight and stiff as to appear anxious nor too reclined as to appear bored or sleepy. Imagine that you are sitting in a chair in the Career Education Center and a student is telling you how difficult it is for them to try to meet their parent's high expectations. If you lean slightly toward the student, maintain good eye contact, and your hands and face appear relaxed, a much different message is being communicated than if you are turned away, your body rigid, your arms folded, and your face somewhat constricted. In the second situation, you are probably telling the student that you are uncomfortable with the information being shared or that you are really bored and disinterested. Good eye contact indicates that you are interested and that you are with the speaker. Varying eye contact by occasionally disengaging contact appears to be the most effective. Some people will feel very uncomfortable if you give them a lot of eye contact; for others, that will be just fine. Use the other person's reactions to help you determine a comfortable amount of eye contact for you and that specific person.

On the surface, listening seems easy. Sometimes it almost seems passive. But, there is a significant difference between merely hearing and active listening. Active listening means listening to all of the messages sent by someone else (the person's non-verbal messages--the person's voice--and, the person's words). If your facial message--your non-verbal behavior--gives a different message than your words, most people will believe the message the see in your face. Non-verbal behavior can confirm what is being said. Example: A nod of the head--an "Um hum" --a smile--these all say, "Yes, I understand." Non-verbal behavior can deny and confuse. Example: A student says, "I'm really angry and upset because everyone keeps telling me I have to choose a major this semester," and smiles all the time they are telling you this. Non-verbal behavior can strengthen or emphasize. Example: A student reaches out, touches your hand, and says, "Thanks, I really appreciate all the help you have given me." Or, a student pounds his/her fist on the desk and says, "I don't know what you mean."

You send a different message if your voice is clear and sincere than if it is halting and harsh. You can listen for feelings as you work with students. A student may not say, "I'm upset--I'm lonely--I'm confused--I'm excited--I'm pleased--I'm confident." But, you can often hear these messages as they talk, and, you can let them know that you hear and understand the message if it seems relevant to the work you are doing together.

It is often difficult to get conversations, career planning sessions, or interviews going and keep them going. Presented below are three techniques you may find helpful. They are (1) using open-ended responses (2) minimal encouragement and (3) paraphrasing.

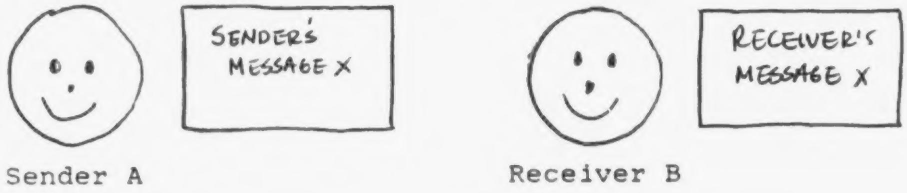
Open-ended responses provide room for the other person to talk. Open-ended responses allow students to tell you about their difficulties in making decisions or their career concerns in their own way and at their own pace. The difference between open and closed responses is that closed responses demand specific information and have a tendency to discourage discussion, whereas open-ended responses encourage conversation and sharing. Open-ended responses provide a minimum of structure, thereby allowing the students to explore and express themselves in terms of their own perceptions, thoughts, feelings, and attitudes about their situation. Open invitations to talk are useful in a number of different situations. The following are some examples: "What would you like to work on today?" "How have things been since the last time we worked together?" "Could you tell me more about your Information Interview with the social agency?" "I'm interested in knowing more about the difficulties you are having in locating companies to contact in the Minneapolis area--What have you done so far?" "Will you give me an example?" "How did you feel about that?" Again, open-ended responses provide room for the other person to talk without imposed categories or specific leading questions.

Building from the open-ended responses to influence students to begin talking about career issues, you can use minimal encouragement to assist them or keep them talking. "Minimal" refers to the amount of verbal input from you. Examples of minimal encouragement include "um-hums," repetition of one or two key words, head nods, words such as "then?" "and?" "so?," use of encouraging gestures, or "What does that mean to you?" Use of this skill requires that you be cognizant of what the other person is saying and that you continuously communicate understanding.

Paraphrasing focuses on the content of the person's communication, and serves to achieve three purposes: (1) to communicate to the person that you are following what they say, that you understand them or are at least trying to understand, (2) to give the person an opportunity to correct or clarify for you if they perceive your understanding to be incorrect, and (3) to make the person's comments more concrete and specific so that they can hear them in a more concise manner and thus better understand. It is an attempt to give back the essence of what was said but in a shorter and more concise form. This skill is extremely helpful in clarifying confusing comments, in highlighting issues, in tying comments together, and in checking our perceptions. It is a difficult skill to learn and we will spend a lot of time in training and supervision doing role playing and practicing. As you work with students continue to try to paraphrase--your skills will improve with experience and practice.

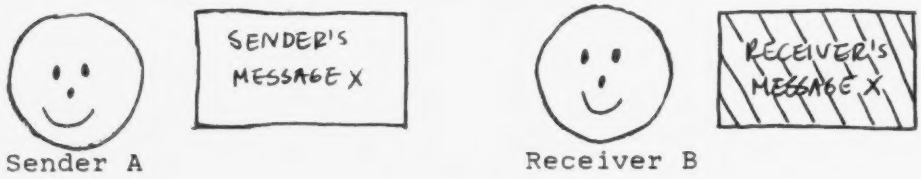
## EFFECTIVE COMMUNICATION SKILLS

A simple definition of effective communication is the simultaneous, identical understanding of the content and intent of a message by both sender and receiver.



In the diagram above (Clack, 1976), both Sender A and Receiver B have the same message (X=X).

A more common happening is diagrammed below:



Where Sender A sends Message X, but Receiver B receives Message Y, and X and Y are not identical. This type of communication is ineffective.

Communication is not just speaking and hearing words. Each of us has a filter system through which we speak and listen. This system is composed of beliefs, opinions, learnings, attitudes, etc., all of the things which give us individuality. This individuality frequently distorts what we see, hear, perceive, sense, and understand. This leads to communication difficulties.

## BARRIERS TO COMMUNICATION

1. Individuals tend to view everything from a highly personal point of view, and further, to often assume that others view things in the same way, i.e., others' viewpoints are (or should be) the same as their own.
2. Individuals tend to pre-evaluate and judge others. This leads them to see and hear what they want or expect to see and hear.
3. Status is sometimes a barrier to communication. The communication of a high status person is often viewed as being more valid and reliable than it deserves to be.
4. Social and organizational roles can result in barriers to communication.
5. Individuals tend to be competitive in situations where disagreement or differences of opinion exist.
6. Words and their meanings often betray us. We may know perfectly well what we mean when we make a statement, but the receiver may interpret the words quite differently than we intended, and therefore, arrive at a different meaning.

## SUGGESTIONS FOR MORE EFFECTIVE COMMUNICATION*

1. Use personal pronouns such as "I" and "my". Always take responsibility for your ideas.
2. Make clear and specific statements which include all necessary information.
3. Make verbal and non-verbal messages congruent.
4. Do redundant-repeat messages if necessary. Be sure that the receiver understands.

5. Ask the receiver if he/she understands--don't assume that communication is clear.

6. Don't over-or under-estimate the capacity of the receiver to understand what you say.

7. Do not evaluate or interpret the other person's behavior (Example: Say, "You have interrupted me several times" rather than "You are rude.")

*Adapted from: Students Helping Students, Ender, McCaffrey, Miller, 1979

## MAKING REFERRALS

Many times PCEs feel that they need to "know all the answers" and be able to help everyone who comes to the Career Education Center. Sometimes you may feel that you are giving the student the run-around if you must refer them to someone else for help. However, a referral properly carried out is often the most appropriate way to help.

Referral means the act of transferring a student to another person or agency providing a different kind of assistance or help than you are able to offer. In order to make an appropriate referral, you need to know three things: (1) a clear definition of the kind of help the student needs and/or is seeking, (2) what your own limitations, skills, and abilities are, and (3) what services, resources, and specialists are available on the campus and in the community. When making an internal referral (within the Career Education Center), it will be helpful to use the list that identifies the persons within the Center who have responsibility for each of the functional areas and the services that fall within those areas (pages 20-22)

### Reasons for Making a Referral

1. Your knowledge, time, or resources are too limited.

2. You lack the training to help.

3. You are not able to establish adequate rapport with the student. The person seems hesitant to talk with you or to work with you.

4. After trying to help the person, you decide that your methods are ineffective.

5. You are personally involved and feel you cannot be objective.

## Some Suggestions for Making a Referral

1. Don't be afraid to say, "I don't know, but I'll try to find out." Always make a referral rather than give misinformation.

2. Talk to your supervisor if you have any doubts or or questions.

3. Don't be afraid to talk honestly with the student about why you think a referral is indicated.

4. Try not to confuse the student with referrals to several different places. Refer to one agency and if possible to one individual.

5. Be sure the student has accurate information on where to go, when, and who to see. It is usually a good idea to put this in writing for the student to take with them. You may make a phone call for a student to set up an appointment or allow a student to use a Center phone and locate a phone number for them.

6. Don't be afraid to follow up to see how a student is doing after referral...

## OUR APPROACH TO WORKING WITH EXPLORATORY STUDENTS AND UNDECIDED STUDENTS

START WHERE THE STUDENTS ARE!! You will hear this over and over as we work with Exploratory Students and Undecided Students. It is extremely important to always determine where the students are, what they need, and what they are ready to do before selecting the kind of helping intervention you will use. Beginning helpers frequently are tempted to use their best or favorite skills with every student who comes for help. This won't work with Undecided Students.

There are identifiable career development tasks and phases. Persons engaged in making career decisions must progress through those phases and tasks in a fairly systematic way. Your job as Paraprofessional Career Educator is to recognize the interrelatedness of the tasks, phases, and needs of Exploratory and Undecided Students, and to assist these students with the identification of their own career-related issues and to facilitate their progress toward making satisfactory life/career decisions. A brief introduction to a model for working with Exploratory and Undecided Students will be presented in this section of the Manual. Case conferences and additional in-depth training will be provided for members of the Career Counseling Work Team during the year.

The IWU Annual Reports on the Exploratory Major Project (Romani 1978-81) in the Career Education Center provide interesting and relevant data for our consideration. These reports over a four-year period conclude that Exploratory Students can be divided into three groups.

1. Those who have no major--no identifiable career plans--no plans to declare a major any time soon-and, no disclosed problems with being in this phase at this time.

2. Those who have not yet made a career choice, but, plan to, and, are having very few apparent problems or anxieties.

3. Those who have no majors (or who are in the process of changing majors) and are very worried about the situation.

Representatives of the Career Counseling Work Team will make initial contact with all Undecided Students and inform them of the services we have to offer. Few of the students from Group 1 will choose to come to the Career Center. They are not motivate toward career decision-making and feel very little anxiety. The students in Group 2 will often indicate that they appreciate your contact and will often seek information in the Career Resource Library. They may also be talking with their Academic Advisors. They will appear to be self-confident, comfortable, and fairly self-directed. Most of the people with whom we work will be in Group 3. Previous Annual Reports say, "These students appear to have no plans, have considered few options or alternatives, and have no direction as to how to start resolving their dilemma. As a rule, they are very anxious about their situation, and apparently spend a considerable amount of time talking about it and worrying about it." They may have a very dependent decision-making style. They expect others to decide for them or they let time run out and the time crunch causes a decision to be made. They seem eager to get help, but may cancel appointments. They may feel pressure from a number of sources (parents, peers, advisors, their financial situation, etc.) and they may be resentful. In any given year, we can identify about 30-45 IWU students who seem to fit in this group. The model of helping we suggest seems most appropriate for working with these students.

Chickering (1969) identifies a number of student developmental tasks which may be considered in working with Undecided Students. The first Developmental Task described is Developing Autonomy. The Annual Reports of the CEC indicate that students engaged in this task seem to be adjusting to a life style independent of their parents or guardian and beginning to develop relationships of shared respect with their peers. They are trying to become more self-sufficient and self-directed; they are attempting to learn satisfactory ways to solve problems. When you work with Undecided Students who are dealing with this developmental task, you can help with values clarification, identifying skills, trying to focus on interests, and helping with some of the "Who am I?" questions. If you start with information on specific job requirements, this person won't be ready for it. If you start too far ahead of where the student is developmentally, they will just not come back for their next appointment.

The second group of Undecided Students seem to fall into the Developmental Task of Developing Mature Interpersonal Relationships. Most of the students in this group are concerned with discussing a major and a career which would allow them to continue in and grow with already existing intimate relationships. They are interested in selecting a major which will keep them in close proximity to a specific significant other. A PCE might assist this student in generating alternatives, predicting outcomes and consequences, and assessing their risk strategies.

According to the Reports, most of the students with whom we spend on-going time are within the third Developmental Task of Developing Purpose. They are attempting to define educational goals; clarify the relationship of a plan of study to life/career plans; and develop an awareness and understanding of their own abilities, interests, and values as they may relate to a chosen career field.

It is with these students that the proposed Guidance Model of Helping Undecided Students (Table 4 on page 53) will be most appropriate. If we want to be successful in our work with Undecided Students and if we want them to experience positive outcomes, it is essential that we work from a sound conceptual framework. There are a lot of factors that influence career decision-making. Our theoretical model aims to provide you with a means for identifying as many of those factors as possible. Again, the best way to do that is to develop a very systematic method for handling the life/career planning concerns of these special students. The process is semi-structured, but it allows a great deal of freedom for individual students to respond in their own way and for each PCE to select from a broad range of interventions.

## A Guidance Model of Helping Undecided Students

The Guidance Model of Helping Undecided Students (Rademacher, Cornille, and Kadota, 1982) is an adaptation of models by Trimble (1980) and Daniels (1982). It has five basic levels: (1) Disclosure, (2) Conception, (3) Understanding, (4) Direction, and (5) Evaluation.

In the Disclosure Phase, you will contact the Undecided Student by telephone or by letter to tell them about the CEC and the services available. You will respond to initial questions and may hear, in essence, "I'm having trouble making a life/career decision." You will set up an appointment for the student to come to the Career Center for an interview. The purpose of the interview is to determine the nature of the student's career-related concern. It will be helpful to get information on how this student has made decisions in the past and their level of motivation and anxiety at this time. Find out what kind of time boundaries exist for the student. Always ask, "When do you feel this decision needs to be made?" Explore the student's expectations for career counseling. Be sure that expectations are realistic in terms of what we have to offer. It is also helpful to get some idea of the student's level of self-awareness (their values, interests, skills, and abilities) at this time.

The Conceptualization Phase allows the PCE to make an appraisal of how we may help this student. The PCE reviews, analyzes, summarizes and synthesizes data from the Disclosure Phase interview. At this time you may bring notes and your "Exploratory Information Sheet" (see appendix for copy of form) to a case conference with your supervisor and the Career Counseling Work Team. We will discuss your assessment and assist you in developing a plan of action for working with the student and help you identify some next steps in the helping relationship. (All of the members of the team benefit from this step--we have access to the expertise of the supervisors, the experienced PCEs, and the new PCEs as we case conference--we learn new strategies--role play difficult situations--help one another with each case.)

During the Negotiating Understanding Phase, you face the task of communicating your concern and respect for the student. You will share your conceptualization with the student. The next step during this phase is to outline a variety of alternatives for working together on the concern. During this phase, the student will select the method they prefer and you will agree on how you will proceed. While you may know very well that the concern the student describes is very common among university freshmen and sophomores, it's a very personal thing for that student. You may have dealt with similar concerns many times, but is probably a first concerted effort for many of the students you will see. Use your best helping and communication skills during this phase to acknowledge an understanding of each student's concern. This is probably the most difficult phase in the model. It calls for good negotiation skills as well as good basic helping skills. The temptation is to skip from the

Conceptualization Phase to the Direction Phase. When we do this, however, we lose the opportunity for the student to participate in choosing how she/he wants to be involved in working on their problem. If we skip or short-change this step, we also run the risk of decreasing student commitment and responsibility.

The Direction Phase is very action oriented. Your role as a paraprofessional is to serve as a facilitator. You will assist the student in making progress toward setting career goals, choosing a major, or making life/career plans. You may be giving suggestions, co-planning action steps, teaching a skill, identifying sources of information, making referrals, providing feedback, assigning homework, making observations, and providing support. You may find that this step takes one hour with some students and several weeks for others. You can check ideas, ask for supervision, and get support from the Career Counseling Work Team at any time during this phase.

The Evaluation Phase is an extremely important step in this process. At several points the student and you will want to determine the progress that is being made toward goal attainment (see assessment form in the skill building section of the Appendix). You should also determine what is helpful and not helpful and be aware of new insights and changes in attitudes. During the Evaluation Phase, outline any next steps for the student and make a joint agreement to continue or terminate your helping relationship.

Table 4 on page 53 provides an easy-to-follow summary of this process. It is extremely difficult to work with Undecided Students. This is not a myth! You will have varying degrees of success. Sometimes you will feel frustrated. This is when a session with your supervisor or some conferencing time with the work team can be extremely beneficial. Career counseling is hard work. Working with undecided students is extremely hard work. This model calls for dynamic interaction. There is always a challenge.

Perhaps this description of career counseling by Herr and Cramer (1979) will help you keep your job in perspective. They describe career counseling as a verbal process (interview, communication, and basic helping skills) in which you as a paraprofessional counselor interact with a concerned student and in which you employ a repertoire of diverse behaviors to bring about self-understanding and action in the form of good decision-making in the student who has responsibility for his/her own career decisions and actions.

# GUIDANCE MODEL OF HELPING UNDECIDED STUDENTS*

## DISCLOSURE PHASE

PARAPROFESSIONAL ROLE: Interviewer/Assessor

Paraprofessional is an active participant and interacts directly with the student at all times. Record relevant information on "Exploratory Information Sheet."

Uses interview techniques to determine: (1) What is the nature of the student's career-related concern? (2) What does the student want to have happen? (Expectations need to be realistic.) (3) Are there any time constraints? (4) What is the student's decision-making style? (5) What is their level of anxiety? (6) What is their degree of self-confidence? (7) What keeps them from making a decision at this point? (8) What is really important to this student (their values, interests)?

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## CONCEPTION PHASE

PARAPROFESSIONAL ROLE: Conceptualizer

Paraprofessional analyzes, summarizes, synthesizes data collected in the Disclosure interview. PCE works alone or in case conference with CEC staff.

The Paraprofessional constructs a cognitive-affective representation of the student's career-related conflict. Will likely determine: (1) level of student's self-awareness, (2) developmental level, (3) anxiety level, (4) any blocks or obstacles to deciding, (5) available resources (student's resources, PCE's resources, external resources), (6) identify next steps--identify a plan for working with this student.

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## NEGOTIATING UNDERSTANDING PHASE

PARAPROFESSIONAL ROLE: Communicator

Direct interaction with student--dialogue, discussion, negotiation (1) PCE shares their conceptualization of the situation with the student. (2) Student and PCE agree on a clear definition and identification of the concern. (3) PCE outlines a variety of alternatives for resolution.

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## DIRECTION PHASE

PARAPROFESSIONAL ROLE: Facilitator

Paraprofessional is in a every active role.
(1) PCE and student work together to select one or more of the alternative strategies. (2) Together they plan appropriate action steps and a method of implementing. (3) PCE may offer suggestions, teach a skill, identify sources of information, provide feedback, provide support, make referrals, make observations. (4) The student is the change agent--the PCE is the guide.

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## EVALUATION PHASE

**PARAPROFESSIONAL ROLE:** Evaluator

PCE and student together determine progress toward goal attainment. (1) Has the student resolved the career-related conflict? (2) If not, what remains to be done? (3) What was most helpful to the student? (4) What was least helpful? (5) Has the student gained new insights or changed attitudes? (6) Is there a need to recycle? (7) What are the next steps? (8) Are you both ready to terminate the helping relationship?

*Rademacher, B., Kadota, R., Cornille, L. (1982)
Adaption of M. H. Daniel's Decision-Making Model and Ralph Trimble's Guidance Model

# INTRODUCTION TO DECISION-MAKING

Making decisions is an every-day-occurrence for all of us. Persons who become skillful decision-makers have control and freedom over their lives and can determine their future. Making a decision means taking a specific action--it means making a commitment. Decision-making skills can be learned. Effective decisions are not made in a haphazard manner; decision-making is a systematic process. A part of your job as a Paraprofessional Career Educator is to help students learn effective decision-making skills. You only teach a process--offer the guidelines--provide the map--facilitate the use of system. You cannot make career decisions for students; you do not solve problems for them. The decision-making process you will follow can apply to any decision, but we will most often relate it to the life/career choices of students.

A decision may be defined as the act of a person in choosing, selecting, or deciding among several possibilities (Schalz, Princie, Millker, 1975). A decision is not necessary or possible unless there are two or more courses of action to take. When decisions are difficult to make there are almost always values in conflict.

An outcome is the result of consequence of a decision. While persons have direct control over the choice of alternatives and decisions, they have no direct control over the outcome. Frequently people say that a decision was poor if the outcome was not good. The "goodness" of a decision is based on how the decision is made, not on how it turns out. A good decision could yield a bad outcome, and a bad decision (one poorly made) could yield a good outcome. While persons do not have direct control over outcomes, they can predict with a high rate of accuracy the probability of occurrence of outcomes prior to making decisions. A part of your job will be to guide students as they consider options or alternatives and predict the likely consequences.

Effective decision-makers need four abilities:

1. They must be able to identify and clarify a set of personal values and assign priorities to those values.

2. They must have the ability to collect and evaluate information.

3. They must be able to generate alternatives and predict the probably success of various plans of action.

4. They must have the ability to identify and use a feasible strategy in overcoming the risks involved in life/career planning.

Effective decision-making skills enable the student to integrate the information from self-assessment (needs, values, abilities, and skills) with the knowledge of the work environment (job description, occupational and economic trends, salary, labor demands, etc). Skillful decision-makers have more control over their own lives--they limit the degree to which chance and other people control their lives.

As a Paraprofessional Career Educator you can:

1. Help the student to focus--help him/her keep on target.
2. Help students to process information systematically; you can help them follow a step-by-step process of decision-making.
3. Help them identify where they are stuck when they say, "I just can't make a decision about that."
4. Help them to evaluate information they have gathered. Is the information relevant to the decision they are trying to make? Is it worthwhile, not-biased information?
5. Help them define action steps. Help them be specific in answering the Who, What, Where, When, and How questions.

The following step-by-step process can be used as you help students to learn effective decision-making skills to use in life/career planning.

## DECISION-MAKING

Step 1--Exploration--Identify the Problem
- Define the Decision
    - Clear and specific statement
    - Include time boundaries--When does it have to be made?
    - What are the conflicts you face in this situation?

Step 2--Generating Alternatives
- Identifying existing alternatives
- Explore possibility of new alternatives
- Identify sources of additional information related to the identified alternatives or new alternatives.
- Consider individual values--What is important to you?

Step 3--Predicting outcomes or consequences of various alternatives (Remember you choose the alternatives not outcomes)
- Consider both good and bad outcomes associated with each alternative.

Consider the probability or certainty of occurrence of an outcome if you choose an alternative.
Identify any obstacles or blocks that might get in the way of choosing.

Step 4--Chooosing an alternative
What are some of the advantages and disadvantages associated with each alternative?
What is the risk involved?

Step 5--Planning Action Steps--What do you need to do now to follow through on your decision?
Be specific
Is what you plan to do observable and measurable?
Will what you plan to do help you to reach your goal?

*From: A TRAINING MANUAL FOR PARAPROFESSIONAL CAREER EDUCATORS, Betty Green Rademacher, Illinois Wesleyan University, 1982 (Unpublished Manual)

### ILLINOIS WESLEYAN UNIVERSITY
### PARAPROFESSIONAL CAREER EDUCATORS (PCE)
### INDENTIFICATION OF PARAPROFESSIONAL SKILLS AND INVOLVEMENT LEVEL *

| SERVICE DELIVERY AREA | SKILLS | LEVEL OF INVOLVEMENT |
|---|---|---|
| I. CAREER COUNSELING SERVICES<br>**INDIVIDUAL** | | |
| A. Exploratory Students | Knowledge & awareness of CEC services, career decision-making, telephone communication, basic helping skills, interviewing techniques, assessment skills, referral skills, basic life/career planning theory (application skills), feedback, goal-setting, case conferencing. | Telephone or written communication with all Exploratory students. Paraprofessional is initiator. Works in the following roles: information provider, assessor, conceptualizer/diagnostician, facilitator, and evaluator. One-to-one peer counseling. |
| B. Career and/or major transitions (students in the process of making changes in life/career plans) | Interview techniques, career decision-making, knowledge of career resources, library materials, basic helping skills, basic life/career planning theory. | Sharing career information.<br>Facilitating self-assessment. |
| C. Career Options Identification (What Can I Do With A Major In ?) | Knowledge of career resource library materials, awareness of campus & community resources, information interview techniques, basic helping skills, computerized information systems. | Resource person.<br>Assessor of student need.<br>Referral agent. |
| **GROUP** | | |
| A. Centering and Venturing | Group leadership skills, facilitation skills, training and supervision skills, evaluation skills, basic helping skills, basic life/career planning theory. | Group facilitator.<br>Referral agent.<br>Trainer of co-facilitator.<br>Evaluator. |
| B. Career Exploration Groups (structured workshops) | Group leadership skills, leader/facilitator skills, basic life/career planning theory, awareness of career resource library, values clarification, workshop planning. | Workshop planner.<br>Group leader. |

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* From: A TRAINING MANUAL FOR PARAPROFESSIONAL CAREER EDUCATORS,
Betty Green Rademacher, Illinois Wesleyan University
(Unpublished Manual)

| SERVICE DELIVERY AREA | SKILLS | LEVEL OF INVOLVEMENT |
|---|---|---|
| II. PLACEMENT AND RECRUITING SERVICES | | |
| A. Senior Outreach<br>1. Publicity<br>2. Credentials<br>3. Workshops | Knowledge of career campaign strategies, public relations skills, market info, job search skills, career resource library knowledge & awareness, group facilitation skills, workshop planning, basic helping skills, understanding of credential packet. | Paraprofessional has an active role as contactor/initiator. One-to-one student contact. Leader/facilitator of structured groups (Career Campaign Strategies or some variation of that program). Working with faculty, campus leaders, and students. |
| B. Senior Interviews | Interviewing techniques (verbal and non-verbal communication). Feedback. Job search skills. | Serve as a resource person. Conduct mock interviews and provide feedback. |
| C. Resume Writing Assistance | Self-assessment skills, written communication, editing, proofreading, and organization-of-material skills (use in reacting to student drafts of resume.) | Help students to do self-assessment and analysis of educational and work experiences. Serve as a resource person and reactor. |
| D. On-campus Recruitment | Basic helping skills, interpersonal skills, awareness of library materials associated with companies/placement, stress management, clerical. | Responding to the needs of students who have scheduled interviews with on-campus recruiters, preparation of credential packets for recruiters, resource person (company information), occassional lunch with recruiters. |
| E. Senior Follow-Up | Telephone interviewing, clerical, data analysis. | Contact persons by telephone or mailings, conduct survey research, assist in summarizing data and compiling reports. |

| SERVICE DELIVERY AREA | SKILLS | LEVEL OF INVOLVEMENT |
|---|---|---|
| F. Career Days (Nursing & Theology) | Interpersonal skills, some clerical and scheduling skills. | Support for senior staff on Nursing and Theology Career Days, acting as an on-site receptionist, interacting with recruiters. |
| G. Senior Placement Newsletter | Writing and editing skills, clerical. | Writing selected articles, editing |
| III. TRAINING AND SUPERVISION | Team building skills, understanding of group dynamics, leadership and facilitation skills, communication skills. | Usually the recipient of service in this area. Provider of in-service training (returning people), supervision of work teams, trainer of "outside" facilitators (i.e. RA's, Peer Counselors, etc.) |
| IV. STUDENT EMPLOYMENT | Information dissemination, referral skills, basic helping skills. | Support role as needed by senior staff, respond to student requests for information or help. |
| V. INTERNSHIPS | Telephone interviewing and responding, referral, small group discussion skills, small group leadership skills, information gathering, organizing, and summarizing skills. | Serve as TA in CE300 (Career/Internship Prep. class) Work with internship committee, resond to student needs, make telephone inquiries, prepare printed information. |
| VI. SCHOLARSHIPS, FELLOWSHIPS, AND GRANTS | Career Resource Library knowledge and awareness, referral skills, information dissemination skills. | Respond to student requests for information, respond to faculty requests for information, organize and maintain library materials. |
| VII. ALUMNI CAREER CONFERENCE | Telephone communication, organizing/scheduling/planning skills, marketing/publicity skills, social skills (hosting, introducing, public speaking, etc.) | Leadership and high-level responsibility position, contacting alumni/ae and faculty, planning and implementing day's activities. |

| SERVICE DELIVERY AREA | SKILLS | LEVEL OF INVOLVEMENT |
|---|---|---|
| VIII. CONTINUING EDUCATION | No special identified skills. | May be asked to provide appropriate support or assistance to senior staff as needed. |
| IX. COMPUTERIZED INFORMATION SYSTEMS | (skills and level of involvement to be determined as program in this area is more fully developed. | |
| X. CAREER RESOURCE LIBRARY | Thorough knowledge and awareness of career library materials, understanding of information retrieval systems, referral skills, facilitation skills, clerical skills. | Very active role in facilitating student use of library, assisting in maintaining library materials, updating materials, continually involved in building awareness and knowledge of library contents through personal study and reading. |
| XI. PUBLICITY & PROMOTION | Campus & community awareness, marketing strategies, advertising, clerical skills. | Leadership role in creating, publishing, and distributing Career Education Center publicity items. |
| XII. CAREER CENTER MANAGEMENT | | |
| A. Receptionist | Telephone communication, referral skills, assessment skills, interviewing techniques, basic helping skills, awareness of CEC services and policy. | Direct face-to-face interaction with walk-in students, faculty recruiters, alumni/ae, etc. Telephone answering, responding, and referral. |
| B. Clerical | Typing, copying, filing. | Provide support for the clerical staff as necessary. |
| C. General office maintenance | Time management, group decision-making, stress management, interpersonal skills, conflict management. | Constant direct involvement in a cooperative and collaborative work-team approach. |

# CONFIDENTIALITY AND ETHICAL STANDARDS FOR PARAPROFESSIONAL CAREER EDUCATORS

Career Education Center

Illinois Wesleyan University

*It is of the utmost importance that everyone connected with the Career Education Center maintain appropriate principles of confidentiality*. The ethical principles of confidentiality that bind the professional career counselors apply to the paraprofessionals. Applying ethical standards to practical, everyday situations is sometimes difficult. Often it involves values and human judgment. It must also include an accurate and clear explanation of confidentiality, the use of individual records, the sharing of information from career counseling and interview sessions, and a knowledge of the law. *Failure to comply with principles and laws regarding confidentiality will be reason for termination of employment*.

Information may be discussed and shared with any other person, professional or paraprofessional, who is bound by the same code of ethics and confidentiality. This means that you may discuss any information related to any student who uses our services with other paraprofessionals employed by the Center, with the professional staff of the Center, and with administrators who have direct responsiblity for the Center. *You may not discuss information related to students who use our services with any other persons*.

Student grades, credential information, information related to personal feelings and/or life-career planning issues, and even the fact that a student is using career counseling services should be considered confidential. Careful confidentiality must be maintained on all student folders and written records of student contacts.

Students with whom we work have control over the release of any information from their files. It can be released *only* with *written* permission from that student. Each student maintaining a placement credential file must have a signed "Authorization to Send Credentials and References" included in that file. The emphasis in this code is clearly on the protection of the student with whom we work.

---

* From: *A TRAINING MANUAL FOR PARAPROFESSIONAL CAREER EDUCATORS*, Betty Green Rademacher, Illinois Wesleyan University, 1982 (Unpublished Manual)

Because of the public nature of much of the work space in the Career Education Center, good human judgment should always be exercised in the sharing of information with other persons in the work setting. When persons who have no legal acess to information are present in the Center, appropriate caution should be exercised.

The general confidentiality code is as follows:

> NO INFORMATION, VERBAL OR WRITTEN, GAINED FROM YOUR RELATIONSHIP AS A PARAPROFESSIONAL CAREER EDUCATOR WORKING WITH ANY OTHER STUDENT, WILL BE RELEASED WITHOUT THE SPECIFIC WRITTEN PERMISSION OF THAT STUDENT.

# INTRODUCTION TO LIFE/CAREER PLANNING

(Several excerpts in this section of the Manual are from Hoffman, Cochren, Rademacher, Career Choice, 1975)

Choosing a career is frequently a confusing and intricate challenge. It is inappropriately narrow to deal with this challenge from the position that students only need information about the world of work and possible career options. There are rooms full of information available to students regarding programs of study, majors, requirements for graduation from selected programs, and requirements for entering certain career fields. In order to make full use of this information, however, students must start building a comprehensive understanding of themselves.

Students often seek external authority on which to base important career decisions. Students frequently ask career counselors, "Can I take that test that tells me what I should be?" Or, they say, "The test I took in high school said I should be a tree surgeon, and, I really don't want to do that.," Of course, there is no test that tells someone what to be. There are many tests (some of them excellent--some not so great) that provide information about values, interests, skills, abilities, etc. These instruments are career counseling tools--they are not blue prints. Tests are most appropriately used in conjunction with some self-assessment, information gathering, and processing by each individual student.

Most theories of career development agree that there are three basic elements in life/career planning: (1) Self-awareness (Values, needs, interests, and abilities are all important aspects of self-awareness.); (2) Knowledge and understanding of the social and economic environment and the ability to distinguish general characteristics and differences between various work environments, and; (3) Effective decision-making skills.

There are several slightly different models for life/career planning that all employ some variation of these basic elements. As the year progresses, we will use a combination of these ideas to develop more fully our own approach to working with Wesleyan students. From time to time, as a result of issues that are presented during supervision and case conferences, you will be asked to read additional materials to supplement this brief overview. For example, there is an excellent chapter in Ender, McCaffrey, Miller, Students Helping Students titled, "Growing and Developing in College" that provides a very fine basic overview of college student development. Most of you will use Bolles' What Color is Your Parachute? as a resource frequently during the year. This section of the Manual presents the basic elements of three or four models you will find useful in working with students who are involved in life/career planning.

If we approach life/career planning and career decision-making as a developmental task for college students, then that planning (career education) becomes but a part of the total student growth process. This gives career education a very legitimate position within the university system. Administrators and faculty generally agree that the personal growth of students is one of the primary goals of education. One of the important outward signs of personal growth is the ability of the individual to make satisfying career decisions.

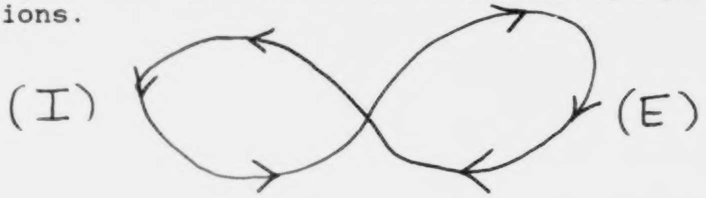

Figure 1

The confluent figure (page 24) introduced by Kroll, et.al and discussed by Hoffman in 1974 illustrates that personal growth can be seen as an interactive process including internal (I) forces originating within the individual (values, needs, abilities, interests) and external (E) forces outside of the individual (academic and social environment, peer pressures, parent's influence, work environments, etc.). These inner and outer forces are in a continuous state of movement and change. These forces result in behaviors and interrelated decisions that facilitate personal growth. Each of us processes information we have about ourselves, (I) and information we have about the world in which we live, (E), each time we make a decision or choice. The more accurate and appropriate the information, the better the decision will be. If we have very sketchy or inaccurate information about ourselves we will probably not make an effective decision even though we have good sound information about the external environment. The opposite is, of course, also true. Life/career planning and career decision-making are key examples of behaviors that lead to personal growth. As you learn more about the Career Education Center program areas, you will discover that programs such as Centering/Venturing are based on this personal growth theory. The basic idea is that we "center" on ourselves to discover the (I) information and then we "venture" out into the world of work to gather information concerning the available career options and environments (E). Our behaviors change and we grow personally as we make decisions based on this information and the influences of both internal and external forces.

Professor John L. Holland presents a slightly different model of life/career planning. Very briefly--he believes that there are six basic career categories. All occupations and jobs can be grouped into one of these six categories or combinations of these categories. These categories can be visualized on a hexagon (Figure 2). The categories most similar to each other are closest together on the figure (a); the ones that are most dissimilar are farthest away (b) (opposite each other across the hexagon). The categories he identifies are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional.

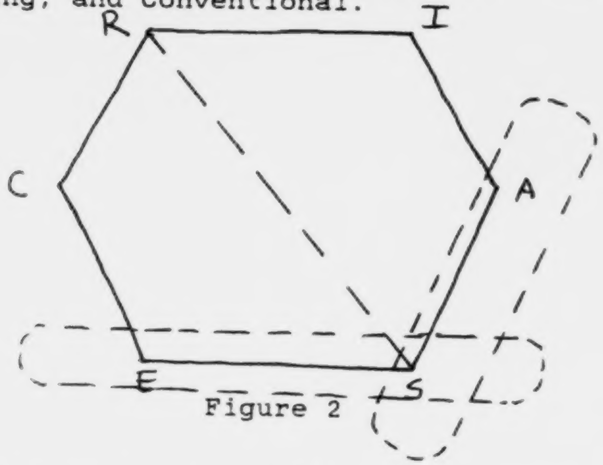

Figure 2

Likewise, the preferences (likes/dislikes) of people, their personality characteristics, values, etc. can also be grouped in those same six categories (R, I, A, S, E, C). Stated very simply, the theory is that persons will be most satisfied when they make career choices that are compatible or congruent with their personality. For example: an individual with a predominantly Social personality will be most satisfied with a job that also falls into the Social category. That same person will be least satisfied with a job that falls within the Realistic Category.

An example from David Campbell's book, If you don't know where you are going, you will probably end up somewhere else, (1974), may help to clarify.

Realistic:

Realistic jobs usually involve working with tools or machines and sometimes working outside. These jobs frequently involve construction or maintenance. Farming, engineering, military occupations, and lab technicians are also examples of specific jobs in this category.

Realistic people describe themselves as conforming, frank, genuine, persistent, practical, stable, thrifty, materialistic, shy, uninvolved.

Artistic:

Artistic occupations involve the creation of artistic products, working with words, music, or art forms--painting, sketching, composing, playing, writing, decorating/designing, etc.

Artistic people describe themselves as complicated, disorganized, emotional, idealistic, imaginative, impractical, impulsive, independent, introspective, intuitive, nonconforming, and original.

Enterprising:

Enterprising jobs involve persuading other people to your viewpoint. Included are many sales jobs, political jobs, leadership jobs, and business executive jobs. Enterprising activities involve organizing committees, running task forces, planning new organizational structures, worrying about how to motivate others, etc.

People who enjoy working in enterprising jobs describe themselves as adventuresome, ambitious, argumentative, domineering, energetic, flirtatious, impulsive, optimistic, self-confident, sociable, and talkative.

Do you get the idea? We could provide similar examples for the Investigative, Social, and Conventional categories, and, of course, go into much more depth when desirable. This is an interesting theory and Paraprofessionals can use career counseling tools (Self-Directed Search, Party Exercise, etc.) based on this theory to help students do self assessment and start to "match" information about self (I) with various types of jobs and characteristics of work environments (E). Holland's classification system is not perfect, but the trends are clear. People tend to be most satisfied when they choose careers that allow them to engage in tasks that are interesting and challenging to them, when they are with co-workers with similar interests and life styles, and, when the unique rewards of that job are satisfying to them.

Much of the philosophy of the Career Education Center is based on the concepts presented by Richard Nelson Bolles in his book *What Color is Your Parachute?* His thinking is particularly relevant to our work with juniors and seniors who are actively engaged in developing career campaign strategies and job searches.

Bolles again reminds us that life/career planning is a process. He draws on much of John Crystal's work to identify the three basic steps in his process. The first step is to ask the question. "Who am I?" In order to respond effectively to that question, one must be able to identify and define values and goals and set priorities. Interests and skills also play a very important role in this step. Being able to identify skills and group related skills and interests in clusters helps in adding to the profile. Several of the worksheets in both the structured program

Centering/Venturing and Career Campaign Strategies help students to identify and cluster skills and interests. Bolles' theory strongly supports the idea of functional or transferrable skills. It is important to understand how skills and abilities gained in one work or academic setting can be applied in new settings. Another element of Step 1 is to assess work environments and atmospheres and determine the ideal work climate to match identified values, goals, interests, abilities, and skills. Does this all sound familiar? Yes, it is very consistent with the other theories we have introduced. The 'what' element (self-awareness or self-assessment) is consistent across theories; it is the 'how'one gains that insight that sometimes differs. How you as PCEs help students to do this self-assessment is the primary concern of our training. By having several authors to draw upon, you can better choose the style or method which fits any individual student at any given time.

Bolles' second step in the life/career planning centers on the question, "How Do I Relate To Actual Careers?" He suggests that the way to approach the task is to generate several career options, research the available written information, do career information`interviews (a further description of information interviews is available on page 64) and seek the assistance of available career information resource persons. He suggests gaining as much first-hand experience and information as possible (internships, part-time jobs, volunteering, etc.), and finally as a result of all this to target a career field. This step may need to be recycled several times. For example: A student may go through the entire process and discover that the career field being explored is not desirable. In such a case, you, as a PCE, may help that student to recycle--reviewing step 1 to be sure that values are accurately prioritized, that skills are clearly identified, and that goals are set. Then the student will select a different career field from the available options to explore and research.

After a satisfactory career field is selected, Bolles builds step 3 around the question, "How Do I Get A Job in My Chosen Career Field?" Our placement services at Illinois Wesleyan are structured to support the sequence of action steps suggested by Bolles. He recommends the following: (a) Target an entry-level position in the chosen career field. (b) Develop a contacts list. This may be through on-campus recruitment or a self-initiated search supplemented by the Career Education Center staff and resources. (c) Target organizations. (d) Develop a functional resume. (e) Practice interviewing skills, and (f) Develop and implement a job campaign. All of the dimensions in step 3 are presented in more detail in the Career Campaign Strategies Handbook and will be the topic of more in-depth training later in the semester.

Howard E. Figler (1975) has devoted much of his attention in the field of career education to the career choices of liberal arts students. He feels that the liberal education raises the students' enthusiasm and curiosity for many potential fields of study. This expanded curiosity further confuses students who are trying to focus on a career objective and trying to narrow down the number of vocational possibilities. He presents a systematic method (not unlike the others presented in this Manual which you, the Paraprofessional Career Educator, can use and teach students to use. Its purpose is to develop a life/career plan which will represent reliably the liberal arts students' most prominent talents, abilities, and skills and at the same time take into account their strongest individual needs and values.

The PATH Program is one of the counseling tools developed by Figler (1975) especially for liberal arts students and available for our adaptation and use. It is a self-instructional program which is designed to help students respond to the following questions:

1. What do I like best; and, can these things be a part of my career?

2. What are my values and how do they relate to a career?

3. What are the most prominent skills and talents that I can offer to a career?

4. What do I most want to accomplish in my work life?

5. What can I do during college to get my career process underway?

6. How do I find the people who are doing the kinds of work that I would most like to do?

Finding ways to help liberal arts students at Illinois Wesleyan answer some of these or similar questions will be part of your job as a PCE in the Career Education Center.

You are probably saying, "This is already so redundant." You are correct that there are lots of similarities among theories of career development and life/career planning. You are going to hear the same theme or variations on the theme over, and over, and over again this year in training. My personal reaction has been that as I begin to flesh these theories out, actually put them into practice in working with students, and add depth to the basic elements, I get more and more excited about the ideas and more challenged by hearing the "same old theory" from a new perspective. Life/career planning (and the accompanying career counseling) is an extremely complex process. As you develop additional skills, you are very likely to find it challenging and fascinating rather than redundant and boring. Career counseling is hard work. Each student is different, and that alone presents a new challenge every day.

*From: A TRAINING MANUAL FOR PARAPROFESSIONAL CAREER EDUCATORS, Betty Green Rademacher, Illinois Wesleyan University, 1982 (Unpublished Manual)

# Evaluation Materials

WHITMAN COLLEGE
CAREER CENTER

## GUIDELINES FOR COMPLETING THE STUDENT PARAPROFESSIONAL ASSESSMENTS

1. Complete your self assessment as thoroughly as possible. Initially assess yourself on the work that you have done here in the Center, but if that's not possible, evaluate yourself in previous settings (e.g. classroom projects, previous jobs, other clubs or activities, etc.)

2. After completing your self assessment, ask for your supervisor's evaluation.

3. Identify a third person(s) to complete your assessment. This person could be a committee member(s), another paraprofessional, another professional in the Center, faculty, or friend that has had the opportunity to work with you.

   If you prefer that this third assessment is done anonymously, submit two or three names of appropriate people, and Onie will ask one of them to participate in your evaluation. You may choose to ask your entire committee to complete an evaluation for you.

4. Collect all three assessments and record the information on your summary sheet. Expect to meet with your supervisor at your regularly scheduled time during the weeks of March 30 - April 10, to go over your completed summary.

HAVE FUN!!

Student's Name: ______________________________

Assessor: ______________________________

Date: ______________________________

## PARAPROFESSIONAL STAFF DEVELOPMENT
## WHITMAN COLLEGE CAREER CENTER

### STUDENT MIDSEMESTER ASSESSMENT

Directions: Using the following scale, indicate the level at which the student assessed, demonstrated the following skills or qualities.

1 = Exceptional
2 = Good
3 = Average
4 = Poor
5 = No opportunity to observe

### 1. MANAGEMENT:

____ efficient in planning time on a day to day basis
____ efficient in planning time on a long term basis
____ ability to lead and motivate a group
____ delegates responsibilities effectively
____ ability to supervise the work of others
____ ability to coordinate wide range of tasks
____ contributes to the smooth functioning of Career Center
____ efficient in use of supplies and money
____ maintains accurate and appropriate written records

Comments: ______________________________

______________________________

______________________________

### 2. INTERPERSONAL CHARACTERISTICS:

____ cooperative as a member of a task group
____ exhibits tolerance of others and differing opinions
____ sincere and honest in attitude towards others
____ ability to give helpful feedback
____ open to constructive criticism
____ exhibits assertive behavior
____ discreet in guarding confidential information and in respecting privacy of others
____ engenders positive public relations for the Center with students, faculty and staff
____ ability to help students within the Center
____ ability to interact with professionals
____ motivates and encourages student body to participate in the Center's programs
____ contributes positively to staff development and community

Comments: ______________________________

______________________________

______________________________

## 3. APPROACH TO TASKS

____ ability to work with minimal or no supervision
____ shows persistence in working on projects
____ seeks and accepts challenges
____ shows initiative by suggesting new ideas and approaches
____ dependable and reliable under heavy workload
____ prompt in accomplishing tasks
____ conscientious and thorough in task completion
____ plans steps and arranges things in a logical way
____ ability to make effective decisions
____ punctual in submitting forms and reports

Comments: ________________________________________

________________________________________

________________________________________

## 4. PERSONAL TRAITS AND QUALITIES:

____ awareness of personal strengths and limitations
____ flexible in adapting to change
____ exhibits emotional maturity
____ confidence in self and abilities
____ self motivation and discipline
____ creativity and imagination
____ ability to express positive and negative feelings
____ enthusiasm; high level of energy
____ exhibits sound, professional judgement
____ loyalty and commitment to Center
____ exhibits autonomy and independence
____ encourages growth and independence of others
____ exhibits leadership abilities

Comments: ________________________________________

________________________________________

________________________________________

## 5. ORAL COMMUNICATION SKILLS

____ seeks clarification or asks questions when necessary
____ initiates faculty/supervision contact to receive additional information to pursue ideas
____ articulate -- speaks fluidly and easily; chooses accurate, descriptive words
____ open in sharing ideas, feelings, opinions
____ exhibits effective listening skills
____ regularly provides staff/committee with complete, timely information
____ creates an atmosphere that maximizes communication
____ ability to give interesting, accurate short presentations
____ actively participates and contributes to staff meetings
____ ability to communicate philosophy and description of Center and its programs

Comments: ________________________________________

________________________________________

________________________________________

## 6. WRITTEN COMMUNICATION SKILLS:

____ organization -- writes in a systematic, purposeful way to logically communicate ideas
____ technical skills -- appropriate grammar, spelling, and style
____ creativity -- unique style of composition
____ clarity -- ideas clearly and concisely communicated
____ ability to write business correspondence
____ ability to market programs, positions, etc. effectively in writing

Comments: ____________________________________________

____________________________________________

____________________________________________

## SUMMARY SHEET

1. What are this person's demonstrated strengths in the following areas:

   A. Management

   B. Interpersonal Characteristics

   C. Approach to Tasks

   D. Personal Traits and Qualities

   E. Oral Communication Skills

   F. Written Communication Skills

2. What are this person's demonstrated weaknesses in the following areas:

   A. Management

   B. Interpersonal Characteristics

   C. Approach to Tasks

   D. Personal Traits and Qualities

   E. Oral Communication Skills

   F. Written Communication Skills

Dickinson College
Counseling & Placement Center

## EVALUATION FORM - CAREER ASSISTANT PROGRAM

Name of Career Assistant ____________________________________

Time Duration of Conversation ____________________________________

RATE THE CA FOR EACH OF THE FOLLOWING QUESTIONS (5-excellent, 1=poor) (Circle one)

| The Career Assistant | Excellent | | | | Poor | |
|---|---|---|---|---|---|---|
| Made me feel at ease. | 5 | 4 | 3 | 2 | 1 | NA |
| Explained clearly the purpose of our meeting. | 5 | 4 | 3 | 2 | 1 | NA |
| Understood my situation. | 5 | 4 | 3 | 2 | 1 | NA |
| Opened me up to new ideas. | 5 | 4 | 3 | 2 | 1 | NA |
| Helped me work out a plan of action (direction). | 5 | 4 | 3 | 2 | 1 | NA |
| Referred me to the appropriate Career Library resources. | 5 | 4 | 3 | 2 | 1 | NA |

In interview we discussed: (Choose as many as are appropriate.)

_____ My Career Plans

_____ Major

_____ Studies Abroad

_____ Internships

_____ Other ____________________________________

____________________________________

_____ My resume

_____ Graduate School

_____ A Summer Job

_____ Interview Techniques

What did you gain from this conversation with a CA? ____________________

____________________________________

____________________________________

Would you meet with your CA again? __________ Why? ____________________

____________________________________

____________________________________ Why Not? ____________________

____________________________________

____________________________________

As a result of your discussion, what action will you take? ____________________

____________________________________

____________________________________

Dickinson College
May 1986

What did you not like about the conversation? ____________________

Was this your first conversation?__________(If not, how do they compare?) ______

Before you talked with a CA, what was your opinion of the program? __________

How do you feel about the program now? ____________________

What other types of assistance do you need from the Counseling Center? __________

Dickinson College
May 1986

**Auraria Higher Education Center**
Auraria Student Assistance Center

Office of Career Services
P.O. Box 4615-P
Denver, CO 80204
(303) 556-3477

Community College of Denver • Metropolitan State College • University of Colorado at Denver

## Exit Interview Questions

1. How would you describe your employment experience in the Office of Career Services?

   Positive aspects:

   Negative aspects:

2. How would you describe your employment experience related to the entire Center?

   Positive aspects:

   Negative aspects:

3. What kinds of procedures and policies helped you to accomplish your job while working in the Office? What kinds of procedures and policies hindered you from accomplishing your job?

4. What knowledge of experience have you had in the Office that you feel will be of use to you in your life?

5. Can you think of any courses or subjects in your college studies that may have been enhanced by your employment in the Office?

6. How would you rate your performance in the Office:

   a. Cooperativeness
   b. Organization
   c. Planning
   d. Goal accomplishment
   e. Friendliness

7. What things did your supervisor do or not do that made your job easier or harder?

8. Additional comments:

Signature of employee

Date

Signature of supervisor/interviewer

Date

# CAREER CENTER STUDENT/VOLUNTEER FEEDBACK

NAME OF VOLUNTEER____________________________

VOLUNTEER RESPONSIBILITIES:

1) Attendance at training sessions

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

2) Active participation in training sessions

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

3) Familiarity and use of sources

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

4. Meets time commitments of career center

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

5. Enthusiastic and friendly while dealing with clients

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

6. Willingness to give feedback
(i.e. suggestions of areas that need improvement, new books, books that need to be replaced, etc.)

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

7. Handles transfers of CPI from student to staff effectively and smoothly

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

8. Remembers to keep track of each student who comes in (CLICKS CLICKER) and to check the clipboard for messages.

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

9. Implementation of daily procedures (signing students in, processing the interest inventories, signing up for interviews, etc.)

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

10. Ability to work with other staff

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

11. Communication skills when dealing with clients.

INADEQUATE MARGINAL SATISFACTORY GOOD EXCELLENT

Career Center, University of Texas-Austin

# APPENDICES

acpa

**AMERICAN COLLEGE PERSONNEL ASSOCIATION**

Commission VI: Career Counseling and Placement Paraprofessional Task Force

APPENDIX A

name
title
office
institution
city/state/zip

Dear name2:

No doubt that you are in the position of most career counseling and placement professionals of having no time to read your daily mail much less respond to it. And worse yet, you receive so many surveys, but please. . .

We, the ever persistent folks on the ACPA Commission VI Paraprofessional Task Force, need your response. We are the ones studying the current use of undergraduate paraprofessionals in career services. Perhaps you remember reading of our plans to publish that massive, oh so helpful and comprehensive manual, to be of use to professionals with new and well-established paraprofessional programs alike. The pressure to complete our project is on as our proposed program was accepted for Commission VI sponsorship at the 1987 ACPA/NASPA Conference in March, 1987. Of the 892 surveys mailed, we have received 377, 94 of which report the existence of an established paraprofessional program. The response to our project and final product has been overwhelmingly positive, but we still need *your* survey.

Please find the time to forward your completed survey (Section I only for centers without programs) and supplemental materials to us, and help to fill the void of available research on this topic. Your contribution is essential to the success of our project. We wholeheartedly thank you in advance.

Sincerely,

Ione L. (Onie) McKenzie, Chairperson
Whitman College

Task Force Members

| | |
|---|---|
| Mary L. Butterfield<br>Florida Atlantic University | Ken Cardinal<br>Brandeis University |
| Bob Sanborn<br>Columbia University | Kim Pohlman<br>Drexel University |
| Laurie Wolf<br>University of Iowa | Margaret Manoogian-O'Dell<br>Western Oregon State College |

Whitman College Career Center * Walla Walla, WA 99362 * (509) 527-5183

acpa

AMERICAN COLLEGE PERSONNEL ASSOCIATION

Commission VI: Career Counseling and Placement Paraprofessional Task Force

August 6, 1986

APPENDIX A

NAME
TITLE
OFFICE
INSTITUTION
CITY/STATE/ZIP

Dear NAME2:

How is it that we are expected to provide increasingly complex career services to a changing student population in these times of diminishing personnel and budget resources? And what about our role as student development educators; our responsibility to create an environment conducive to "optimum intellectual and emotional growth"? Seems like all career counseling and placement practitioners today are challenged to do **more with less**.

One option proven to have pragmatic and educational value in other divisions of student affairs, has been to select and train students to offer services and programs to their peers. From a national survey of 200 chief student affairs officers completed in 1984, Ender and Winston reported that only 32% used paraprofessionals in career services. To further our knowledge in this area, a task force whose purpose is to study the use of undergraduate paraprofessionals in career centers today and to provide program descriptions and training materials helpful to both folks with nonexistent and well-established programs, has been formed.

Sanctioned by Commission VI of the American College Personnel Association, our task force is comprised of nine career counseling and placement professionals from a variety of colleges and universities across the country. From the results of our national survey of 900 career center directors, a comprehensive resource manual will be produced containing three parts: 1) a current survey of the literature and a rationale for use of paraprofessionals; 2) demographic information on all programs categorized geographically and longer, detailed descriptions of varying model programs; and, 3) an appendix containing training handouts, course syllabi, text recommendations, and recruitment, selection, and budget materials, etc. Additionally, a program has been proposed to the 1987 ACPA/NASPA Conference Program Committee, featuring a panel of representative paraprofessional program coordinators.

By returning your completed survey and providing supplemental materials, you can contribute to our profession and help to fill the void of research on this topic. The sharing of ideas, successes, and failures can lead to improved

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existing programs and the initiation of new ones. By working in collaboration with each other, our programs and the students with whom we work, can prosper.

*Please*, before your students return to campus, take the time to complete our questionnaire in as much detail as possible (yes, do feel free to add explanations for clarity). We ask (beg, plead, implore) that you forward all helpful supplemental materials to us for inclusion in our appendix. Be assured that the original source of all resource materials will be clearly cited. For those of you without existing programs, simply complete the first section only of the survey, so as to avoid costly follow-up phone calls and mailings.

We wholeheartedly thank you in advance for your time and support of this project. Copies of the results of the survey will be made available to all contributors.

Sincerely,

Ione L. (Onie) McKenzie, Chairperson
Whitman College

Mary L. Butterfield
Florida Atlantic University

Ken Cardinal
Brandeis University

Bob Sanborn
Columbia University

Kim Pohlman
Drexel University

Laurie Wolf
University of Iowa

Margaret Manoogian-O'Dell
Western Oregon State College

ILM:sb

Enclosure

**AMERICAN COLLEGE PERSONNEL ASSOCIATION**
**COMMISSION VI: CAREER COUNSELING AND PLACEMENT**

APPENDIX A

# SURVEY ON THE USE OF PARAPROFESSIONALS

For the purpose of this survey, paraprofessionals have been defined as undergraduate students who have been selected and trained to offer services or programs to their peers. These services are intentionally designed to assist in the adustment, satisfaction, and/or persistance of students in meeting their educational goals.

## I. INSTITUTIONAL INFORMATION (to be completed by all survey receipients)

Name of Institution: ____________________

Mailing Address: ____________________

____________________

Phone Number: ____________________

Please check all that apply:

____Public
____Private
____University granting doctoral degrees
____Four Year College
____Two Year College
____Other: ____________________

Size of Undergraduate Enrollment in Fall of 1986: ____________________

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## II. PARAPROFESSIONAL PROGRAM INFORMATION (to be completed only by those with existing programs)

Name and title of Program Coordinator: ____________________

Title of paraprofessional program: ____________________

Years in existence: ____________________

Annual operating budget: ____________________

Annual staff wages budget: ____________________

Size and composition of staff (how many of each):

____males
____females
____freshmen
____sophomores
____juniors
____seniors

Number of hours per week each paraprofessional typically works (clarify if necessary):

____1 - 5 hours
____6 - 10 hours
____11 - 15 hours
____16 - 20 hours
____over 20 hours; Specify: ____________________
____other: ____________________

Duration of participation in program (provide dates):

____One semester or quarter beginning ____________ and ending ____________
____two semesters or quarters beginning ____________ and ending ____________
____over two semesters or quarters beginning ____________ and ending ____________
____other: ____________________

## III. JOB DESCRIPTION

In what areas do your paraprofessionals have responsibilities? Do they each share the same job description? ____yes ____no Explain: ____________________

____critique resumes and cover letters
____perform video mock interviews
____teach or co-teach workshops/classes
____perform intake counseling
____perform career counseling
____coordinate and host receptions, panels, etc.
____interact with employers or alumni to develop recruitment visits, summer jobs, and internships, etc.
____interact with professionals or alumni to develop career consultants, externship sponsors, etc.
____interpret test results
____host visiting employers
____complete administrative/clerical tasks
____design flyers and other marketing devices
____offer computer assistance guidance
____lead library and facility tours
____maintain satellite facilities (Specify: ____________________)
____deliver outreach programs and services (Specify: ____________________)
____participate in research projects
____develop educational materials
____other: ____________________
____other: ____________________

Please provide written job descriptions, if available.

## IV. SELECTION CRITERIA AND PROCESS

Check all criteria considered in the selection of your paraprofessionals:

____previous leadership experience
____recommendations of faculty and/or staff
____peer ratings
____resume
____written essay and application
____performance in training class/experience
____personality assessment instrument(s)
____previous counseling experience
____grade point average
____class standing
____academic major
____other: ____________________
____other: ____________________

Check all processes used in selection:

____individual and/or ____group interviews with professional staff
____individual and/or ____group interviews with current student staff
____simulation and/or role plays
____completion of pre-service training program (Specify: ____________________)
____other: ____________________

When are the selections made? Check all that apply:

____Fall (September through October)
____Winter (November through February)
____Spring (March through June)
____Summer (July through August)

Please provide any recruitment and selection materials, if necessary.

## V. TRAINING

How much structured training do paraprofessionals receive?

| Pre-Service Training | On-the-Job Training |
|---|---|
| ____less than 10 hours | ____less than 10 hours |
| ____11 - 25 hours | ____11 - 25 hours |
| ____26 - 40 hours | ____26 - 40 hours |
| ____41 - 55 hours | ____41 - 55 hours |
| ____56 - 70 hours | ____56 - 70 hours |
| ____more than 70 hours; Specify:__________ | ____more than 70 hours; Specify: __________ |

Who provides the training?
____experienced paraprofessionals
____professional staff members; Specify title: ____________________________________________
____________________________________________
____________________________________________
____faculty members; Specify department: ____________________________________________
____________________________________________
____________________________________________
____other: ____________________________________________
____other: ____________________________________________

Please provide training schedule and materials, course syllabus, etc., if possible.

What content areas are covered in training?

____communication and counseling skills
____effective leadership skills
____goal setting and assessment
____student development theory
____career development theory
____business writing and etiquette
____appreciation of differences (i.e., sexism, racism, etc.)
____time management
____leading effective workshops and meetings
____values clarification
____campus resources and referral techniques
____job search skills and strategies
____career and life planning
____other: ____________________________________________
____other: ____________________________________________

## VI. SUPERVISION & EVALUATION

To what extent are your paraprofessionals supervised?

____individually ____ hours per week
____as a group ____ hours per week
____other: ____________________________________________

What type(s) of evaluation do your paraprofessionals receive?

____periodic individual reveiws; Specify frequency: ______________________
____final written evaluation involving:
    ____supervisor's assessment,
    ____peer assessment, and/or
    ____self-assessment
____exit interview
____other: ____________________________________________
____other: ____________________________________________

Is your paraprofessional program formally evaluated on the basis of pre-established goals and objectives? ____yes ____no

If yes, how? ________________________________________________

________________________________________________

________________________________________________

Please provide a copy of evaluations used, if possible.

## VII. COMPENSATION

Are your paraprofessionals compensated for their work?

____No, they work on a volunteer basis
____Yes, how?
  ____stipend of $____________
  ____hourly wage of $____________
  ____tuition waver
  ____academic credit of ____hours through the ______________________ department
  ____participation in recognition banquet or event; specify:______________________
  ________________________________________________
  ____other: ________________________________________________
  ____other: ________________________________________________

## VIII. SUMMARY

What do you consider to be the strengths and weaknesses of your program?

Would you consider participating in a panel presentation at the 1987 ACPA/NASPA Conference scheduled for March 15, 18, 1987 in Chicago?

____yes ____no

Thank you in advance for your time. Please return completed survey **and** supplemental materials by September 5 to:

Ione L. (Onie) McKenzie,
Paraprofessional Task Force Coordinator,
ACPA Commission VI
Whitman College Career Center
Walla Walla, WA 99362

# APPENDIX B

## 862 SURVEY RESPONDENTS

Adelphi University
Adrian College
Agnes Scott College
Alabama A & M University
Alabama State University
Albion College
Albright College
Alfred University
Allegheny College
Alma College
Alvernia College
Alverno College
American River College
American University
Amherst College
Anderson College
Angelo State University
Antioch College
Appalachian State University
Aquinas College
Arizona State University
Arizona Western College
Arkansas State University
Armstrong State College
Asbury College
Ashland College

## APPENDIX B

Assumption College

Auburn University

Augsburg College

Augustana College

Austin College

Averett College

Azusa Pacific University

Baldwin-Wallace College

Ball State University

Barry University

Bates College

Baylor University

Beaver College

Belmont Abbey College

Beloit College

Bemidji State University

Benedict College

Benedictine College

Bennington College

Bentley College

Berea College

Berry College

Bethany College

Bethany College

Bethel College

Bethel College

Biola University

## APPENDIX B

Birmingham-Southern College

Blackburn College

Bluffton College

Boise State University

Boston College

Boston University

Bowdoin College

Bowling Green State University

Bradford College

Bradley University

Brandeis University

Brenau College

Briar Cliff College

Briarwood College

Bridgewater College

Brigham Young University

Brooklyn College

Brown University

Bryant College

Bryn Mawr College

Bucknell University

Butler University

Cabrini College

Caldwell College

California Institute of Technology

California State Col.-Bakersfield

California State University-Chico

APPENDIX B

Calumet College
Cal. State University-Fresno
Cal. State University-Fullerton
Cal. State University-Hayward
Cal. State University-Long Beach
Cal. State University-Los Angeles
Cal. State University-Northridge
Cal. State University-Sacramento
Cal. State University-Stanislaus
Cal. State Univ.-San Bernadino
Cal. St. Plytchnic Univ. at Pomona
Canisius College
Cantral Washington University
Capital University
Cardinal Stritch College
Carleton College
Carlow College
Carnegie-Mellon University
Carroll College
Carroll College
Carson-Newman College
Carthage College
Case Western Reserve University
Castleton State College
Catawba College
Catholic University of America
Cedarville College

Centenary College

Central Arizona College

Central Michigan University

Central Missouri State University

Central State University

Centralia College

Chaffey College

Champlain College

Chapman College

Chatfield College

Chatham College

Chestnut Hill College

Cheyney University of Pennsylvania

Chicago State University

Chowan College

Christopher Newport College

City College of New York-Cuny

City College of San Francisco

Clackamas Community College

Claremont McKenna College

Clarion University of Pennsylvania

Clark University

Clarke College

Clarkson University

Clemson University

Cleveland State University

Coe College

## APPENDIX B

Coker College

Colby College

Colgate University

College of Dupage

College of Mount St. Joseph

College of Mount St. Vincent

College of New Rochelle

College of Notre Dame

College of Notre Dame of Maryland

College of San Mateo

College of Staten Island

College of St. Benedict

College of St. Elizabeth

College of St. Rose

College of St. Thomas

College of William and Mary

College of Wooster

Colorado College

Colorado State University

Columbia College

Columbia University

Columbia University

Columbus College

Concord College

Concordia College

Concordia College

Concordia Lutheran College

Connecticut College

Converse College

Cornell College

Cornell University

Corpus Christi State University

Covenant College

Creighton University

Culver-Stockton College

Curry College

Dakota State College

Dakota Wesleyan University

Dartmouth College

Davidson College

Davis and Elkins College

De Anza College

Defiance College

Del Mar College

Delaware State College

Delta College

Denison University

Depaul University

Depauw University

Dickinson College

Dillard University

Doane College

Dominican College

Donnelly College

## APPENDIX B

Dowling College

Drake University

Drew University

Drexel University

Duke University

Duquesne University

Dyersburg State Community College

Earlham College

East Carolina University

East Stroudsburg University

East Tennessee State University

East Texas State University

Eastern Arizona College

Eastern College

Eastern Illinois University

Eastern Michigan University

Eastern Montana College

Eastern New Mexico University

Eastern Oregon State College

Eastern Washinton University

Eckerd College

Edgewood College

Edward Waters College

Elizabeth Seton College

Elizabethtown College

Elmhurst College

Elmira College

# APPENDIX B

Elms College
Elon College
Emerson College
Emmanuel college
Emory & Henry College
Emporia State University
Evangel College
Evergreen State University
Fairleigh Dickinson University
Fairleigh Dickinson University
Fairmont State College
Ferrum College
Findlay College
Fisk University
Fitchburg State College
Florida Atlantic University
Florida Southern College
Florida State University
Fordham Univ.-Lincoln Ctr. Campus
Fort Hays State University
Framingham State College
Franklin College
Franklin Pierce College
Franklin & Marshall College
Friends University
Frostburg State College
Furman University

Galveston College

Gannon University

Geneva College

George Fox College

George Mason University

George Washington University

Georgetown University

Georgia College

Georgia Institute of Technology

Georgia Southern College

Georgia Southwestern College

Georgia State University

Georgian Court College

Gettysburg College

Glenville State College

Golden Gate University

Gonzaga University

Gordon College

Goshen College

Goucher College

Grace College

Graceland College

Grand Canyon College

Grand View College

Greensboro College

Greenville College

Grinnell College

Grove City College

Gwynedd-Mercy College

Hamilton College

Hamline University-College of L.A.

Hampden-Sydney College

Hampshire College

Hampton Institute

Hanover College

Harding University

Hartwick College

Harvard University

Harvey Mudd College

Hastings College

Haverford College

Heidelberg College

Hendrix College

Hesser College

High Point College

Hilbert College

Hillsdale College

Hiram College

Hobart and William Smith Colleges

Hofstra University

Hollins College

Hood College

Hope College

Houghton College

Housatonic Community College

Howard University

Humboldt State University

Huntingdon College

Husson College

Idaho State University

Illinois State University

Illinois Wesleyan University

Indian University-Northwest

Indiana Central University

Indiana State University

Indiana University

Indiana University of Pennsylvania

Indiana University - East

Indiana University - Kokomo

Indiana University - Purdue

Indiana University-Purdue

Indiana University-South Bend

Indiana University-Southeast

International & Public Affairs

Iowa State University

Iowa Wesleyan college

Ithaca College

Jackson State University

James Madison University

Jamestown College

Jefferson College

Jersey City State College

John Carroll University

John Hopkins University

Johnson C. Smith University

Johnson State College

Johnson & Wales College

Jordan College

Judson College

Kalamazoo College

Kansas Newman College

Kansas State University

Kansas Wesleyan

Kearney State College

Kendall College

Kent State University

Kenyon College

King College

King's College

Knox College

Kutztown University

La Roche College

La Salle University

LA State University- Shreveport

Lafayette College

Lake Erie College

Lake Forest College

Lakeland College

Lander College

Langston University

Lawrence University

Le Moyne College

Lehigh University

Lenoir-Rhyne College

Lesley College

Lewis And Clark College

Lewis-Clark State College

Lincoln University

Linfield College

Livingston University

Livingstone College

Lock Haven University

Long Island Univ - Southhampton

Long Island University-Brooklyn Cen

Long Island Univ.-C.W. Post Campus

Longwood College

Loras College

Louisiana State University-Eunice

Lousiana State Univer.-Baton Rouge

Loyola College

Loyola Marymount University

Loyola University

Loyola University of Chicago

Luther College

Lycoming College

## APPENDIX B

Lynchburg College

Macalester College

MacMurray College

Madonna College

Manchester College

Manhattanville College

Manhatten College

Mansfield University

Marian College

Marian College of Fond Du Lac

Marion College

Marquette University

Marshall University

Mary Baldwin College

Mary Washington College

Marycrest College

Marygrove College

Marymount College

Marymount College

Marymount College of Virginia

Marymount Manhattan College

Maryville College

Maryville College

Maryville State College

Marywood College

McPherson College

Medaille College

Medgar Evers College

Memphis State University

Mercer County Community College

Mercer University

Mercy College

Mercyhurst College

Meredith College

Merrimack College

Messiah College

Miami University

Michigan State University

Middlebury College

Middlesex County College

Midland Lutheran College

Midway College

Midwestern State University

Millersville University

Mills College

Millsaps College

Mississippi College

Mississippi State University

Mitchell College

Monmouth College

Monmouth College

Montana State University

Montclair State College

Moorhead State University

## APPENDIX B

Morehead State University

Morgan State University

Morningside College

Morris College

Mount Marty College

Mount Mary College

Mount Mercy College

Mount Olive College

Mount St. Mary College

Mount St. Mary's College

Mount Vernon College

Muhlenberg College

Mundelein College

Murray State University

Nebraska Wesleyan University

New England College

New Hampshire College

New Mexico Highlands University

New York University

Newberry College

Niagara University

Nichols College

North Adams State College

North Carolina State University

North Central College

North Park College

North Texas State University

Northeastern Illinois University

Northeastern University

Northern Arizona University

Northern Illinois University

Northern Kentucky University

Northern Montana College

Northrop University

Northwest Missouri State University

Northwestern State University

Northwestern University

Norwich University

Notre Dame College of Ohio

Oakland University

Oberlin College

Occidental College

Ohio Dominican College

Ohio University

Ohio Wesleyan University

Oklahoma City University

Oklahoma State University

Old Dominion University

Olivet College

Oregon State University

Otterbein College

Ottowa University

Our Lady of the Lake University

Oxford College, Emory University

Pace University

Pacific Lutheran University

Pacific Union College

Pacific University

Paine College

Paul Quinn College

Peace College

Pembroke State University

Pennsylvania St. Univ-New Kensngtn.

Pennsylvania St. Univ.- Univ. Park

Pennsylvania St. Univ.-Behrend Col.

Pennsylvania St. Univ.-Berks Campus

Pennsylvania St. Univ.-Capitol Cam.

Pennsylvania St. Univ.-Ogontz Cam.

Pennsylvania St. Univ.-York Campus

Pepperdine University - Malibu

Pfeiffer College

Philander Smith College

Phillips University

Phoenix College

Pine Manor College

Pittsburg State University

Pitzer College

Point Park College

Pomona College

Portland State University

Post College

Prairie View A&M University
Pratt Institute
Presbyterian College
Princeton University
Providence College
Purdue University
Purdue University Calumet
Queens College
Quincy College
Quinnipiac College
Radcliffe College-Harvard Univ.
Radford University
Radliffe College-Harvard Univ.
Randolph-Macon College
Randolph-Macon Woman's College
Reed College
Regis College
Rhode Island College
Rhodes College
Rice University
Richland College
Rider College
Ripon College
Rivier College
Roanoke College
Roberts Wesleyan College
Rockford College

## APPENDIX B

Rockhurst College

Rocky Mountain College

Rollins College

Rosary College

Rosemont College

Rutgers The State Univ. of N.J.

Rutgers University-Neward

Rutgers-The State University

Sacred Heart College

Sacred Heart University

Salem College

Salem College

Salisbury State College

Samford University

San Diego State University

San Francisco State University

San Jose State University

San Luis Obispo

Santa Clara University

Sarah Lawrence College

Schoolcraft College

Schreiner College

Scott Community College

Scripps College

Seattle Pacific University

Seattle University

Seaver College

Seton Hall University

Seton Hill College

Shepherd College

Shippensburg University

Shorter College

Simmons College

Simpson College

Sioux Falls College

Skidmore College

Smith College

Sonoma State University

South Dakota State University

Southern Connecticut State Univ.

Southern Illinois Univ-Edwardsville

Southern Illinois Univ.-Carbondale

Southern Methodist University

Southern Ohio College

Southern Oregon State College

Southern University & A&M College

Southwest Missouri State University

Southwestern University

Spring Arbor College

Springfield College

Stanford University

State Univ. of N.Y. at Albany

State Univ. of N.Y. at Binghamton

State Univ. of N.Y. at Buffalo

State Univ. of N.Y. at Buffalo

State Univ. of N.Y. at Oswego

State Univ. of N.Y. at Potsdam

State Univ. of N.Y. at Purchase

State Univ. of N.Y. at Stony Brook

State Univ, of N.Y. Maritime Colleg

Stephens College

Sterling College

Stetson University

Stillman College

St. Ambrose College

St. Anselm College

St. Cloud State University

St. John's College

St. John's University

St. John's University

St. Joseph's University

St. Lawrence University

St. Louis University

St. Mary College

St. Mary-Of-The-Woods College

St. Mary's College

St. Mary's College

St. Mary's College

St. Mary's College

St. Mary's College of Maryland

St. Mary's College of Maryland

St. Mary's University

St. Michael's College

St. Norbert College

St. Olaf College

St. Paul's College

St. Peter's College

St. Thomas University

St. Xavier College

Suffolk University

Swarthmore College

Sweet Briar College

Syracuse University

Tampa College

Taylor University

Temple University

Tennessee State University

Texas A&I University

Texas A&M University

Texas Christian University

Texas Lutheran College

Texas Southern University

Texas Tech University

Thiel College

Thomas College

Tiffin University

Tift College

Towson State University

Transylvania University

Trenton State College

Trinity College

Trinity College

Trinity College

Trinity College

Trinity University

Triton College

Tri-State University

Tulane University

Union College

Union College

Union County College-Cranford & SP

University of Akron

University of Alabama

University of Alabama, Birmingham

University of Alabama, Huntsville

University of Alaska-Anchorage

University of Albuquerque

University of Arizona

University of Arkansas

University of Arkansas, Little Rock

University of Baltimore

University of California-Santa Cruz

University of California, Berkeley

University of California, Davis

University of California, Irvine

APPENDIX B

University of California, Riverside

University of California, San Diego

University of Charleston

University of Chicago

University of Cincinnati

University of Colorado - Boulder

University of Colorado - Co. Sprgs.

University of Colorado - Denver

University of Connecticut

University of Delaware

University of Denver

University of Detroit

University of Evansville

University of Florida

University of Georgia

University of Hartford

University of Hawaii-Hilo

University of Hawaii-Manoa

University of Houston

University of Houston-Clear Lake

University of Idaho

University of Illinois

University of Illinois, Chicago

University of Iowa

University of Iowa

University of Iowa

University of Kansas

University of Kentucky

University of Louisville

University of Lowell

University of Maine-Augusta

University of Maine-Farmington

University of Maine-Orono

University of Maryland-College Park

University of Massachusetts

University of Massachusetts-Boston

University of Miami

University of Michigan

University of Minnesota-Col. of LA

University of Minnesota-Crookston

University of Minnesota-Duluth

University of Mississippi

University of Missouri-Columbia

University of Missouri-Kansas City

University of Missouri-Rolla

University of Missouri-St. Louis

University of Montana

University of NC - Chapel Hill

University of Nebraska-Lincoln

University of Nebraska-Omaha

University of Nevada-Reno

University of New England

University of New Hampshire

University of New Haven

## APPENDIX B

University of New Mexico

University of New Orleans

University of North Dakota

University of North Florida

University of Northern Colorado

University of Northern Iowa

University of Notre Dame

University of Oklahoma

University of Oregon

University of Pennsylvania

University of Pittsburgh

University of Portland

University of Puget Sound

University of Redlands

University of Rhode Island

University of Richmond

University of Rochester

University of San Diego

University of San Francisco

University of Science & Arts of OK

University of Scranton

University of South Carolina

University of South Carolina-Aiken

University of South Florida

University of Southern California

University of Southern Colorado

University of Southern Indiana

University of Southern Mississippi

University of Southwestern LA

University of St. Thomas

University of Tampa

University of Tennessee-Chattanooga

University of Tennessee-Knoxville

University of Texas at Austin

University of Texas at Austin

University of Texas at Austin

University of Texas- Arlington

University of Texas-Dallas

University of the Pacific

University of the South

University of Toledo

University of Utah

University of Vermont

University of Virginia

University of Washington

University of West Florida

University of Wisconsin-Eau Claire

University of Wisconsin-Green Bay

University of Wisconsin-La Crosse

University of Wisconsin-Madison

University of Wisconsin-Milwaukee

University of Wisconsin-Oshkosh

University of Wisconsin-Parkside

University of Wisconsin-River Falls

University of Wisconsin-Stevens Pt.

University of Wisconsin-Stout

University of Wisconsin-Whitewater

University of Wyoming

University Placement Center

Univ. of California - Santa Barbara

Univ. of California, San Francisco

Univ. of Maryland-Baltimore County

Univ. of New Hampshire-Manchester

Univ. Of N.C. -Greensboro

Univ. of N.C.- Charlotte

Univ. of Southern Maine-Portland

Univ. of the District of Columbia

Ursinus College

Utah State University

VA Polytechnic Institute & State U.

Valparaiso University

Vanderbilt University

Vassar College

Vermont College

Villanova University

Virginia Commonwealth University

Virginia Western Community College

Wabash College

Wake Forest University

Walsh College

Wartburg College

Washburn University

Washington College

Washington State University

Washington University

Washington & Jefferson College

Washington & Lee University

Wayne State University

Waynesburg College

Webber College

Weber State University

Webster University

Wellesley College

Wesley College

Wesleyan College

Wesleyan University

Western Carolina University

Western Connecticut State Univ.

Western Illinois University

Western Kentucky University

Western Michigan University

Western Montana College

Western Oregon State College

Western Washington University

Western Wyoming Community College

Westmar College

Westminster College

Westmont College

Wheaton College

Wheeling College

Wheelock College

Whitman College

Whittier College

Whitworth College

Wichita State University

Widener University

Wilberforce University

Wiley College

Willamette University

William Paterson College

Williams College

Wilmington College

Wilmington College

Wingate College

Winston-Salem State University

Winthrop College

Wittenberg University

Wright State University

Xavier University

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# PROPOSED STANDARDS ON USE OF STUDENT PARAPROFESSIONALS IN STUDENT AFFAIRS

**Prepared by Steven C. Ender, Clifford G. Schuegge, & Carmen G. Neuberger**

## I. Purpose and Goals: Standards

A. Paraprofessional student helpers are employed in many student affairs programs. These helpers are assigned to residence halls, counseling centers, learning/tutorial centers, academic advising programs, admissions offices, orientation programs, etc. For purposes of this statement, paraprofessionals are viewed as undergraduate students employed by a Division of Student Affairs for purposes of providing direct services to other students.

The goals for utilization of paraprofessionals include:

1. To provide direct services to college students.
2. To maximize the potential positive effects of peers interacting and helping peers.
3. To provide guidance and developmental support programs rather than counseling/therapeutic interventions. These programs and individual services are designed to provide educational and preventive interventions rather than remedial.
4. To provide a wide range of developmental services at a reduced cost to student affairs' staffing budgets.
5. To provide student role models for other students to emulate in regard to self-responsible, self-directed behavior.

## I. Purpose and Goals: Interpretations

A. Divisions of Student Affairs employ students to serve in many different capacities. Examples of student positions include: work study typists, student aides working as file clerks and receptionists, student laborers painting residence halls or working with groundskeeping crews and paraprofessionals delivering educational services. This statement pertains to paraprofessionals only and is directed to student positions which are designed to deliver educational services to assist other students in adjusting, pursuing, and experiencing satisfaction in the educational setting. Below is a brief interpretation of the five goals included in this statement.

1. Paraprofessionals are working directly with other students either in a one-to-one or group format. They would also be found co-leading groups with other paraprofessionals and professionals.

2. Institutions employing paraprofessionals realize the powerful developmental impact students have on one another and are intentionally structuring this impact in positive ways by initiating paraprofessional programs. Their contact with other students is planned and systematic. The relationship(s) between paraprofessionals and student clients is purposeful and goal/program oriented.

3. The services provided are designed to assist in the developmental task completion of students in the target population. The functions while performing duties could be described with such words as assisting, teaching, and supporting rather than maintaining, re-training, or interpreting. Any contact with a student who is experiencing interpersonal and remedial difficulties of a psychological nature is out of the range of the paraprofessional's expertise.

4. There are many services provided by full-time professional staff members which could be offered through paraprofessionals. Examples include: tutorial/study skills assistance, residence hall adjustment, utilization of career libraries, orientation to campus, academic advising, etc. Colleges and universities which; are utilizing paraprofessionals are attempting to provide services in many areas which focus on developmental task resolution. Providing developmental interventions for large and significant percentages of the student body through professional staff members are usually impossible and therefore student paraprofessionals are employed to attempt wider impact on the total student population without experiencing a great increase in staffing budgets.

5. Students employed by the student affairs departments should be able to model the outcome behaviors the department is attempting to facilitate in other students. For example, study skills paraprofessionals would have adequate study skills and resident assistants would demonstrate behaviors which are conducive to living successfully in residence halls.

## II. Human Resources: Standards

A. The paraprofessional is an individual without extensive training in the helping professions but who is specifically selected, trained, and given on-going supervision in the performance of some designated portion of the task(s) usually performed by the professional. While this person can relieve the professional to perform tasks of a more complex nature, it is important to realize the function is an educational rather than remedial one. It is the educational focus of the position which should guide the use of this invaluable human resource.

B. The professional has a responsibility to insure that the role is carefully defined so that expectations do not exceed capabilities. Correspondingly, the job description must avoid focusing on menial tasks which are not reflective of the educational training experience(s).

C. Students serving must model utilization of preventive developmental growth strategies. These helpers are individuals who are actively exploring themselves as human beings, assessing their present levels of developmental growth and taking advantage of institutional programs, services, and resources.

D. As staff members, they should be representative of the population they serve. This holds true for sex, race, age, and demographical factors. Sharing the environment of those they work with contributes to effectiveness and aids communication. Students receiving help and assistance from paraprofessional student helpers need to have choices as to who will assist them. This is made possible through a heterogeneous peer helper staff. The ratio of peer helper to student receiving services should not exceed 1 to 35.

E. Qualifications: Paraprofessionals must be selected with attention given to the following areas: academic record; recommendations from faculty, staff, and other student helpers; past and present leadership experiences; and a desire and willingness to assist and help other students. Students serving should receive systematic training in helping skills and personal growth strategies. It is strongly recommended that training be given prior to selection.

F. Training: Training, at the minimum, must cover the following areas if the paraprofessional is to be in a position to implement student development strategies for themselves and others. Extensive initial training and on-going in-service training is recommended. Areas of training include: knowledge of the paraprofessional role; awareness of self and the power of modeling behavior for those students with whom they have contact; community support skills, student (human) development theory; communication skills and the helping interaction; goals setting/behavioral objectives; assessment skills and techniques; cross-cultural relations; study skills' techniques; knowledge of campus and community resources and referral techniques. Other areas of training should be added as determined by the specific services provided to the student consumer and the area of their work assignment.

II. Human Resources: Interpretations

A. Implementation of paraprofessional staffs takes considerable thought and preparation. The department sponsoring this programming thrust must pay particular attention to such human resources issues as recruitment, training, selection, and evaluation.

B. The role should focus on the central programming theme of the department employing the paraprofessional. That is, those working in the career counseling office should be assisting other students with career related concerns as the primary focus of their job responsibilities. This is not to say that they should not be typing, duplicating materials, or compiling evaluation data from time to time. All of these functions are necessary for program implementation and follow-up. However, clerical functions should not be the major focus of the position.

C. Students in the paraprofessional role should demonstrate their concern for their personal growth and development. That is, they should be encouraged to take advantage of campus resources and other activities which will contribute to their success as students and productive citizens. Supervisors can contribute to this process by offering in-service training experiences which respond to their needs as helpers and students. Paraprofessionals should be encouraged to model adaptive, responsible behaviors which will contribute to their success as college students.

D. Program administrators should strive to recruit and select students who represent various backgrounds to serve on the paraprofessional staff. If possible students receiving services should feel some personal identification with the individual providing the service. Students receiving services should also feel comfortable switching to a different helper than the one initially offering the service if this would result in better utilization of the information offered by the sponsoring department.

The ratio of peer helpers to students receiving services of 1 to 35 on a weekly basis is proposed. This number may be somewhat higher if the paraprofessional is performing orientation functions (especially if they are conducting tours) but would be lower if the bulk of the work was one to one (e.g., study skills counseling or tutorial work). If this is the situation, the weekly ratio would be 1 to 12 and should never exceed 1 to 15. This is a maximum of individual clients as the paraprofessional work should be limited to 12 to 15 hours weekly.

E. The ideal student to be selected to become a paraprofessional is one who has mastered the outcome objectives of the service area. For example, the ideal tutor is the institution's developmental academic program would be a past program participant who has successfully completed the program and has been mainstreamed into the regular academic curriculum. The more the paraprofessional can personally identify with the needs and concerns of the target population the more effective he or she will be. As it is sometimes impossible to select among representatives of the target population other students can and should be given consideration for the position(s).

The students academic record will have a bearing on selection, be somewhat dependent on the position, and must be attended to as he/she delivers program services. Higher academic records would be expected of peer tutors and study skill counselors (3.0 or above). Others should strive to maintain an overall average of 2.5 on a four point scale and should not be allowed to continue on the staff if the average slips below 2.0.

Letters of recommendations from faculty, staff, and other paraprofessionals are very important. This endorsement of potential staff members helps to create institutional commitment for the program and assists in creating a recruitment network for the peer program. Administrators must strive to follow up on recommendation resources thanking these individuals for supporting the potential paraprofessional and ultimately the program.

In most cases potential paraprofessionals should be able to demonstrate past leadership experiences in the high school or college setting. These experiences could result in participation in activities such as clubs and organizations, church, the scouts, athletics, hospital volunteers, etc. On the other hand, some students may not have extensive past experiences in leadership or helping roles. These students should not be overlooked, but screened carefully to ascertain their potential to be a helper to others.

F. Areas of training, as outlined in the standards statement comprise generic helping skills and processes applicable to all peer helper training programs. These areas would be best presented in an academic course for credit and could be offered by schools and colleges in education or the liberal arts. Potential departments offering these courses would include counselor education, psychology, home economics, sociology, and social work. It is suggested that individuals responsible for training develop relationships with faculty representing one or more of these academic areas requesting their assistance in developing the training curriculum and co-teaching the training courses.

Training through a course format is the ideal method but may be impossible on many college campuses. These standards would recommend some sort of reimbursement for participation in training. If credit is impossible, other methods similar to the reimbursement offered in the work setting is recommended (money, room and board, tuition waiver, etc.). Training should last a minimum of 40 hours of student/trainer contact and be offered utilizing many training methodologies (didactic lecture, experiential learning, role plays, utilization of video and audio tape feedback exercises, etc.). All programs should also offer continuing in-service training programs.

III. Programs/Services/Activities: Standards

A. The content of these areas must be determined by the specific student affairs program employing the paraprofessional. It is important to stress that the program, service, or activity performed should be developmental and preventive in nature rather than remedial.

B. Examples of Programs/Services/Activities involving paraprofessionals are: Orientation, Academic Advising, Academic Skills Tutoring, Admissions, Registrar and Financial Aid Programs, International Student Services and Community Involvement Activities such as Big Buddy, Hotline and Companion Programs.

III. Programs/Services/Activities: Interpretations

A. As stated, paraprofessionals are employed to work in student affairs departments to deliver programs and services which will enhance other students' higher educational experience. These services are developed and implemented to assist students in educational satisfaction, adjustment, and persistence.

B. Examples of services provided by paraprofessionals include orientation, tours of campus, assisting students with academic registration, providing academic tutoring and study skills assistance, providing emotional support through crises lines, helping students adjust to residence hall living, etc.

IV. Facilities: Standards

A. The very nature of paraprofessional activities demands that flexibility exists when it comes to the provisions of appropriate physical facilities. They do not typically need private offices but such facilities should be available as the need arises. In general, three different aspects demand consideration with regard to facilities. These can be best put in terms of three questions.

B. What is the paraprofessional expected to do? Like any human service delivery system, the facilities must be conducive to the particular endeavor.

C. What are the circumstances which will protect and enhance the well-being of the clientele served by the paraprofessional? Care must be taken to protect the rights and privileges of the clientele.

D. What are the circumstances which will protect and enhance the well-being of the paraprofessional? Care must be taken to protect the paraprofessional from personal risk or injury.

IV. Facilities: Interpretations

A. Since paraprofessionals are used in many different activities and service areas it is not possible to specify one standard setting to which all programs are to adhere. The overall principal when evaluating paraprofessional programs is one of appropriateness. The task of the paraprofessional should be central to the sponsoring agency's task and the paraprofessional's status should avoid a "second class" position. Facilities then should be judged on the basis of the following criteria.

B. Facilities should be appropriate for the task to be performed. To do any job, professional or paraprofessional, an individual must have the physical setting conducive to performing the task well. Evaluations should consider the adequateness of areas for relaxation as well as for work. In addition, the impact of the paraprofessional's task on the setting of other students, faculty, professionals, or paraprofessionals. In other words, the paraprofessional's activities should not destructively infringe upon other individual's space.

C. In the case where the paraprofessional is directly involved with the delivery of services to individuals or groups, several concerns exist. If the service demands client confidentiality, the facilities must provide the privacy necessary for such confidentiality. If confidentiality is not always necessary, it is simply necessary for facilities to be available when the need arises.

D. It is necessary to provide the paraprofessional with facilities which allows him/her to do his/her job. The working environment should convey to the paraprofessional that the work he/she does is important to the sponsoring agency. Facilities should not place the paraprofessional in physical, psychological, or ethical jeopardy.

V. Financial and Other Resources: Standards

A. Student paraprofessionals must be rewarded for their services as would any one working in a service area. There are many reward alternatives. Direct monetary payment; tuition remission; fee waiver; room and board; and academic credit for the services performed are examples of reward options.

V. Financial and Other Resources: Interpretations

A. The type of reimbursement will be dependent upon such factors as institutional policy, nature of the position, number of hours worked per week, etc. Regardless of these factors they should be reimbursed daily for their services. If money is the reward system utilized, minimum wage is sufficient with possible increases for second and third year staff members. If the paraprofessional is working under a volunteer status these services should be recognized at award ceremonies, documentation in permanent files, and recommendation to future employers.

VI. Relationships with Faculty and Other Groups and Agencies: Standards

A. The supervising professional has a responsibility to carefully delineate the organizational relationship to which the paraprofessional belongs. This is important. If the paraprofessional does not understand his/her relationship to the institution at large, misunderstandings will likely arise.

B. Lines of work responsibilities and specific duties should be articulated so that both paraprofessionals and professionals have a clear concept as to the services provided by each. Each paraprofessional should have one professional supervisor with whom they maintain a close working relationship. Formal contact between these two individuals should be initiated on a weekly basis, and more often as necessary. The paraprofessional should never be allowed to deliver services without on-going professional supervision.

C. Paraprofessionals should model for other students the ability to communicate and associate with both faculty and staff at the institution.

VI. Relationships with Faculty and Other Groups and Agencies: Interpretations

A. It is necessary for the paraprofessional to fully understand his/her role in the employing organization. Care needs to be taken to carefully specify the job description and it should also be in writing. The paraprofessional should also have an understanding of how his/her job description varies from other paraprofessionals as well as professionals, faculty, and/or agencies.

B. Central to the concept of paraprofessionalism is the notion of supervision by a professional. The term "professional" can include a range of individuals. Persons who are, graduate assistants, graduate teaching assistants and interns may comprise one end of the professional continuum. They should have had some previous experience and currently be engaged in some appropriate area of graduate education. The other end of the professional continuum would include individuals with pertinent experience and who hold a master's or doctorate in one of the human service disciplines. A formal supervision program needs to be operational. Supervision of paraprofessionals can be in groups or individually depending on the duties of the position.

C. The quality of the paraprofessional necessarily includes being a good example to others by relating in ways that exhibit interpersonal awareness, assertiveness, and empathy. The paraprofessional is in fact expected to display an ability to relate to the various agency publics with a high degree of competency.

## VII. Planning: Standards

A. Planning for the use of paraprofessionals should begin early in the academic year for the following year in order to provide for budgetary, staff, and facilities requirements. Long-range planning should be based on evaluation studies of the entire paraprofessional program.

## VII. Planning: Interpretations

A. This documentation would include the program's goals and objectives, recruitment and selection procedures, training requirements and the method(s) of compensation and evaluation. The content of these areas should parallel those points addressed in these standards, modified to meet individual institution and program needs. Program administrators should pay special attention to the aspect of time management in the planning process. If paraprofessionals are to be recruited, selected, and trained prior to employment, a start up time of six to eight months is essential when implementing new paraprofessional programs and when one is selecting new staff for an existing program.

## VIII. Evaluation: Standards

A. A clear statement of evaluation criteria should be written and distributed to all paraprofessional staff members. They should know how, when, and by what criteria they will be evaluated. Evaluation should be viewed and communicated as a developmental learning opportunity and not as a threat to one's self-esteem. Evaluation should take place at least twice during each academic year. The second of these evaluations should determine whether or not a paraprofessional should be continued on the staff for the following academic year.

## VIII. Evaluation: Interpretations

A. Informal evaluation sessions (formative) between supervisors and paraprofessionals should take place on a continuous basis. The feedback which would occur during these supervisory sessions would be the result of supervisor observation, client feedback and paraprofessional concerns for individuals in the target population. These sessions could take the tone of mentoring between the supervisor and paraprofessional focusing not only on other program participants but also the growth and development of the paraprofessional.

The two formal evaluation sessions would be specifically designed to evaluate the effectiveness of the paraprofessional. These evaluation sessions should focus on the objectives outlined in the behavioral job description as criterion for feedback. The first of these sessions would outline the strengths and weaknesses in relationship to job performance. Specific areas which need improvement should be articulated to the paraprofessional. Methods and strategies to reach these performance levels should be highlighted and discussed. If at all possible, a contact between the supervisor and paraprofessional should be formulated outlining the behavior to be changed, strategies for changing it, and the date the change will be completed.

The second formal evaluation session should take place near the end of the academic year for the purposes of re-hiring for the next academic year. Success or failure in regards to the contracting which took place in the first evaluation session would have direct bearing on the outcome of session two.

## IX. Ethics: Standards

A. Ethical considerations must be identified, disseminated to, and discussed with all student paraprofessionals. Ethically, they should report to their supervisor any concern arising from contact with a student with which the paraprofessional feels unqualified to handle. They should not be put in the position of interpreting psychological tests to students. They should never be employed to offer services in the place of a professional staff member whose qualifications and training are necessary to perform the service, program, or activity.

B. The paraprofessional must recognize the limitations of his/her knowledge and skills, seek improvement via additional training and supervision, and refer the student to the professional when skills or experience are inadequate. Given this framework, the paraprofessional is expected to act in accordance with the following guidelines:

1. While not a professional, the paraprofessional accepts that he/she is expected to uphold standards of behavior consistent with the profession which he/she is serving.

2. The primary concern of the paraprofessional is the dignity and welfare of the individual.

3. The paraprofessional must become familiar with both campus and community resources available to those being served.

4. The paraprofessional must make explicit, to students whom they come in contact with, the services he/she is able to provide and should avoid acting beyond the realm for which he/she was selected and trained.

5. The paraprofessional needs to recognize his/her limitations and make appropriate referrals when necessary.

6. The paraprofessional is expected to adhere to the confidentiality policy of the sponsoring agency. They should always operate within the framework of general institutional policies and procedures.

IX. Ethics: Interpretations

A. Evaluating ethical concerns in the paraprofessional role takes a subjective eye. The overall concern is that the paraprofessional know the limits of his/her training, duties, and abilities. By definition, paraprofessionals perform some of the tasks that are in the domain of the professional but with appropriate training and supervision. One exception is in the area of psychological testing. Due to the intricate nature of such testing and the critical need for accurate interpretation, paraprofessionals should not engage in such activity. Training paraprofessionals in psychological testing simply is not feasible in terms of time and complexity and it would probably violate professional (APGA & APA) codes of ethics.

B. Ethical guidelines should be covered in the paraprofessional training program. Guidelines have been provided in the standards section and should be used as a sample, not as a definite ethical code which all paraprofessionals must use. Evaluating paraprofessional's understanding of ethical conduct could probably be best accomplished with individual interviews and by reviewing paraprofessional training materials.

X. Legal Issues: Standards

A. Institutions may be held legally responsible for services performed by paraprofessionals. Issues of liability, confidentiality and non-discrimination must be carefully covered in training.

X. Legal Issues: Interpretations

A. Program administrators must be aware of the legal implications involved when implementing student paraprofessional staffed programs. As professional staff, they are accountable for the actions of the students they supervise.

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APPENDIX E

## BIBLIOGRAPHY OF RESOURCES RELATED TO THE USE OF PARAPROFESSIONALS IN CAREER SERVICES

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